DOCUMENT RESUME

ED 159 162 SP 013 050

AUTHOR	Blaufarb, Marjorie; Ganoe, John
TITLE	Title IX Sex Integrated Programs That Work.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	78
NOTE	40p.; Parts may be marignally legible due to type size
AVAILABLE FROM	AAHPER Publications Sales, 1201 16th Street, NW, Washington, D.C. 20036 ($3.95)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Coeducation; Equal Education; Federal Legislation; Integration Effects; *Integration Plans; *Physical Education; Program Administration; *Program Development; Program Effectiveness; *Secondary Education; Sex Discrimination
IDENTIFIERS	*Education Amendments 1972 Title IX

ABSTRACT

With specific regard to the Educational Amendments of 1972 and Title IX therein, this monograph is concerned with secondary level school compliance with federal regulations governing sex integration and equal education for women in physical education programs. The document is essentially designed to help schools implement programs; examples, descriptions, and guidelines are provided from a wide variety of schools with successful integrated programs. The authors report personally on four junior high and fifteen senior high school programs, and appendices prepared by school people offer further illustrations including elective, alternative, and recreation programs, athletic interest surveys, and student evaluations. A concluding section recommends management strategies for implementation of Title IX. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Title IX
Sex-Integrated Programs That Work

ED159162

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Amer. Alliance for H.P.E.R.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

A Publication of the American Alliance for Health,
Physical Education and Recreation
1201 16th Street, NW, Washington, DC 20036

SP013 050

Title IX
Sex Integrated Programs That Work

Prepared by Marjorie Blaufarb and John Ganoe of the AAHPER *Update* staff.

Contents:

	Page
Junior High School Level	2
Senior High School Level	7
Appendices	16

Picture on page 26, Sid Shulman, Norman Thomas High School, New York. All other pictures, Marjorie Blaufarb, AAHPER.

This monograph is a companion to *Complying with Title IX of the Education Amendments of 1972 in physical education and high school sports programs*. Experience and observation indicated that many people needed examples of what their colleagues in other schools and school districts had done to implement Title IX in order to get going themselves.

A valuable part of this book is the materials we are able to present in the appendices. These were prepared by school people for the use of themselves and their colleagues. They are valuable documents that will assist many people to make a start or continue their efforts to integrate their physical education programs.

Implementation of the Title IX regulations has made many demands on teachers. Physical education teachers have had to make many difficult adjustments. But from my vantage point, in my travels and visits to schools, I see great resilience; the knowledge and flexibility to adapt to change, and I believe that after the initial period of adjustment, physical education instruction and programs will emerge better and stronger than ever.

Marjorie Blaufarb
Editor, AAHPER *Update*

Preface

When Congress passed the Educational Amendments of 1972 there was very little attention paid to the Title IX section, which required equal educational rights for women. It is doubtful if many people realized at that time how unequal the educational opportunities really were for women. But the months and years that were to follow pointed out these inequalities and the regulations have been bringing about great changes in physical education philosophy and programs. Traditions that have stood for decades are being changed or completely discarded and there is emerging a new physical education that is serving the needs of both male and female students.

AAHPER helped formulate the regulations for Title IX and has constantly attempted to convey the interpretations of the regulations to teachers and administrators. While the regulations offer opportunities to try new techniques, they also serve to challenge, and to some extent threaten, the traditional physical education teacher. Many teachers need ideas and help as they plan and teach the combined male and female classes.

In an effort to share ideas, Marje Blaufarb, Editor of Update, visited several schools that were already implementing Title IX in physical education. She is reporting on her findings with the hope that these ideas will help others to find answers to their problems and needs. There has been no attempt to evaluate the programs that are outlined nor has there been any attempt on the part of AAHPER to endorse or recommend what is taking place. We salute those schools who approached Title IX as an opportunity to provide an enriched physical education program for all students. This could be the greatest thing that has ever happened to physical education if we as teachers seize this chance to vitalize our teaching and program.

We would like to express appreciation to the many teachers and administrators who have cooperated in the preparation of this manuscript. May the combined efforts of all these people produce what we all aspire to, better physical education programs for all students.

George F. Anderson
Executive Director, AAHPER

Junior High School Level

Rolling Hills Junior High School, Los Gatos, California

This is a two-year, 7th and 8th grade school in the Campbell Union School District. Children attending the school include some from very rich families and some who qualify for free lunches. The school operates on a trimester system and there are requirements in all areas of education. Physical education is required in both grades and sex integration was undertaken in response to state and federal requirements.

The required courses in each year draw from a general program designed to provide activities which include body mechanics, physical fitness, team sports, individual sports, rhythmic activities, gymnastics and recreation games. Students are grouped by grade. Grade 7 stresses basic knowledge, fundamentals and skills of various sports. Grade 8 applies this training and knowledge in a more practical experience such as a game situation, tournaments and recreational experiences.

Developmental physical education is offered in both grades. It is designed to increase each participating student's potential for success in physical education by helping the student to gain in two determinant factors: 1) Fitness: to improve each student's fitness in physical attributes and stamina (cardiovascular efficiency); and 2) skill in movement: to improve each student's level of attainment in movement fundamentals and increase the student's understanding of how to go about learning to move effectively. This developmental class meets the state requirement for physical education and students are assigned by their physical education instructor based on observation, need for increased fitness performance level (lower 25–35 percentile), weight problems or handicaps.

Questions frequently arise in connection with youngsters who are obese, have developmental problems or are recovering from long illnesses, and at Rolling Hills, if parents or students state they should be excused from the standard coeducational class for these reasons they are placed in the developmental class. This is a short-term expedient only. Classes meet daily, three times weekly sex-separated and twice integrated. This might be construed as avoiding compliance with Title IX but on a limited basis it allows for the teacher to work on a more personal basis with individuals as she prepares them for the regular classes. The progress of each student in these classes is reviewed monthly and as soon as they are ready they are returned to the regular program. This approach is not recommended as a panacea but is reported as something that works in this situation.

Six elective classes are offered in addition to the required classes. They are provided for the student who wishes to explore specific areas in depth. All electives are offered to both grades and only one can be taken in each trimester.

After school sports are offered to interested students. A detailed survey of student interest is made system wide, and competition on a suitable level is arranged based on the results of the questionnaire.

In discussing specific problems encountered, Thursa Greer, who spoke for the staff, says they made their mistakes and found out what they were "right off the bat." The essentials, she says, are for people to work together; don't start your program with activities that put one sex at a disadvantage; don't be afraid to ask for help. Before implementing the sex-integrated program the faculty asked themselves what they felt their strengths were and decided what should be offered in each grade. They started with a few activities they knew they could handle and then branched out. Go slowly, is the advice of Rolling Hills faculty.

In grouping students for class, there are many ways to make a choice. Initially, at Rolling Hills they chose ability. They gave skill tests, trying to choose unbiased ones. The tests show that many boys are more skilled than girls and this resulted in more boys or all boys in some classes so they found it best to allow students to stay with their own group and weather it through even when they were not so highly skilled. They are working on a grading system and standards.

One comment made by Greer has been echoed in many schools at both junior high and high school levels. Dance tends to suffer in these curricula because sometimes no boys and often only a few choose modern dance or creative dance as an activity. Because of this teachers and administrators sometimes get uneasy and dance is dropped from the curriculum. This should not be so—dance is a valuable activity and has a definite place in the junior high school and high school curriculum. It is an activity that requires strength and skill and boys should not feel their masculinity is in question if they take dance, any more than girls should be looked at askance if they choose activities that have been traditionally male.

4

Franklin Junior High School, Minneapolis, Minnesota

Franklin is an inner-city junior high school with a 40–50% minority population. The school has two full-time physical education instructors, Susan Nelson and Ted Fleener. The building facilities include a five lane pool, shared with a neighboring high school; a large gymnasium; and a small auxiliary gymnasium. The building is modern and well-equipped. Class size is generally 28–38 pupils, a number the staff consider they can comfortably work with. Each instructor teaches five classes a day. Activities offered include swimming, bowling skills, physical fitness, archery, first aid, gymnastics, badminton, table tennis, shuffleboard, softball, and track and field.

Franklin students take physical education for two quarters each year, five days a week, 55 minutes a day. The program is completely coeducational and each student is exposed to as many activities as possible. Swimming is required. At the end of a three-week gymnastics unit an evening performance is given for parents. This public relations effort results in good support for the program.

Nelson is in her eighth year at Franklin, and the program has been sex-integrated since the school opened. She sees the junior high school level as suitable for good sex-integrated physical education programs; the age of the students is good, there isn't a great deal of ability difference, and a healthy competitive atmosphere develops quickly. Nelson feels that although there may be a little shyness in swimming class, overall both boys and girls are comfortable with the situation. All scheduling and paperwork is done by hand and an effort is made to balance all classes along both racial and sexual lines, while maintaining maximum flexibility.

The goals of the Franklin program are clearly documented: promote a variety of physical education activity; promote a good attitude toward physical education; teach safety skills; teach an appreciation for equipment and facilities; teach a positive attitude towards sports and sportsmanship; involve the school community as a whole. The faculty have high expectations of students and students respond by behaving well and causing a minimum of disciplinary problems.

Buckeye Junior High School, Columbus, Ohio

This three-year junior high school has two teachers, Dan Smith and Sandy Dunaway, who present a curriculum that offers variety at all levels. On a day at the end of May students from grades 8 and 9 were observed on a visit to a local elementary school where they demonstrated to students in grade 6 what physical education delights were waiting for them in junior high.

As the Columbus school district (like many others) has no specialists working in the elementary schools on a regular basis, the first time students meet a physical education teacher is in grade 7. Classroom teachers do the best they can but it is obvious that students have not the skills necessary for a sophisticated program in the first year of junior high.

Physical education classes meet twice weekly and activities taught are soccer; physical fitness; field hockey (girls); wrestling (boys); folk dance, basketball, volleyball, gymnastics, track and field; group games; tennis or golf. Students who receive all "A's" or one "B" in physical education during the course of a year may take an advanced class which meets three times a week the following year. With help from some visiting teachers this class gets more advanced instruction in field hockey, folk dance, basketball, volleyball, gymnastics, archery, tennis or golf, handball and physical fitness tests.

As will be seen, Buckeye is still moving into its sex-integrated program and field hockey and wrestling are still sex separated. Wrestling has not been offered to girls, and Smith and Dunaway believe that the girls do not want to do it; however, they are meeting this problem by offering a coeducational course in self defense for the 1977–78 school year.

Team teaching has a good deal to offer in situations such as that at Buckeye as classes are large. Smith and Dunaway team teach several courses, particularly folk dance. They believe there is more opportunity to pay attention to individuals if two teachers can work together.

Benjamin Franklin Junior High School and George Washington Junior High School, Ridgewood, New Jersey

The junior high schools in this town began the change toward coeducational classes for reasons unrelated to federal requirements. According to their own report, it came about for the simple reason that the people carrying on the program felt that a coeducational program would provide beneficial outcomes in two ways. First, it allows for much greater flexibility in scheduling facilities and staff. Second, if the point of the program is to encourage participation for and in life, it is only natural that the sexes be treated equally.

Their first attempts at coeducational classes began in the area of gymnastics, they say, and they quickly realized that their own fears concerning coeducational classes were largely unfounded. Students accepted instruction quite readily in these settings and considered it an improvement to the program. The changes that followed came about as a result of the fact that the faculty could use their very limited space to a much greater degree and students seemed to get more out of the program.

In the fall of 1973, they began their attempts to carry out a totally coeducational program at Benjamin Franklin Junior High School and the following year the same moves were made at George Washington. In both schools the first year, the faculty say, the program was carried on with no real scope and sequence. That is, they did not differentiate the program by grade levels. By doing this they were able to devote full attention to the important task of gaining student interest without having to be quite so concerned with the details of moving equipment, etc.

At the end of the first year, in both buildings, students were asked to respond to rather comprehensive questionnaires. The results of this research revealed a great deal to the teachers and were a help in planning.

There is a good deal of emphasis on socialization of students in this school district and David Marsh, director of physical education for the district, and his staff believe that the present physical education curriculum with its wide variety of activities, including team sports, dance and recreational activities, provides excellent opportunities for healthy interaction. With every year, Marsh says, there is a better student adjustment and in the 1976–77 school year there were no complaints from students because they were all together. Marsh also says that the best thing he sees about the whole program is that each child is an individual. There is no question of who is a girl and who is a boy; students are accepting each other for their ability. Faculty team teach a lot and students see teachers working together with mutual respect and see that this is a natural way to act.

The principal at George Washington said, "As we were going into coed physical education, I had a concern about doing it with early adolescents. Children were trying to find themselves and are establishing sex role identities. My concern was what it would do to boys who were worried about the developmental stage they were in and who were already self conscious about how skillful they were. I feared that for them to perform before the opposite sex would be difficult. But it seems they could release a lot of worry, tension and self consciousness because they were together in an easy and relaxed situation. The integration of the schools in physical education classes and in industrial arts has made for a much healthier atmosphere. Children are not playing a role any more."

At Benjamin Franklin, the principal said that the problems of which students complained in the early months of coeducational classes were more a reflection of the views of adults than of their own feelings.

The guidance counselor at the school said that she had never had complaints about the physical education program being coeducational. In fact she sees the program as positive because it has taken a lot of pressure off many of the students. There are fewer problems in recent years since the program changed than school officials used to encounter. Students can more easily find a teacher to whom they can relate.

Some Other Observations

In June, supervisors and teachers in schools in northern Virginia, Maryland, and the District of Columbia were invited to attend a discussion on Title IX implementation. The participants were: Ann Thomas, teacher, George Washington High School, and Randy Marsh, teacher, Howard Middle School, both of Alexandria, Virginia; Nelson Harvey, supervisor, Loudoun County, Virginia; Marjorie Knutson, supervisor, Fairfax County, Virginia; and Vinna Freeman, supervisor, District of Columbia. This covers urban, suburban, and largely rural school systems and communities.

Discussion ranged over both junior high and senior high school programs and no attempts will be made here to separate the two. All present stated that they were pretty well close to full compliance with Title IX by now and all reported that observation of successful programs had changed many of the negative feelings they and their colleagues had.

Marsh said that he thought the comparative success of the changeover at Howard Middle School came about partly because of good leadership in the school system and in the school, and partly because the faculty were involved in the decision making process. They did not feel ignored. Students are assigned to class by the guidance department and as it works out he, personally, has been teaching more girls than boys.

Thomas reported that at George Washington High School, the only activity eliminated because of sex integration of classes was wrestling, and this was because it was feared it might throw the classes out of balance because they had indications that very few girls would go out for wrestling.

In Fairfax County, Knutson stated, one of the teachers, a football coach who had been considered quite male chauvinistic, now thinks that wrestling is easier to teach in a coeducational situation. He says the differences in skill are easier to compensate for than in other activities. Fairfax administrators were encouraged by this reaction because the individual concerned had been quite negative about Title IX generally.

In Loudoun County, they have taken the position that the teacher is the key to success, according to Harvey. They still have a few things to iron out but expect to be in compliance by the deadline date. On the subject of wrestling, they found that a couple of the women teachers are better wrestling teachers than their male colleagues.

Freeman stated ruefully that in the District of Columbia schools, there had been problems with middle schools and junior high schools, in part because of approaches of teachers. The middle school teachers are mainly elementary personnel, but at all levels, she has observed that teachers tend to use the teaching methods they always used and have not adapted to the changed situation. The senior high school males are really traditionalists, she said, and this was demonstrated by the way in which they responded to an anonymous survey the department conducted.

District of Columbia schools plan to hold workshops for teachers next year, because, says Freeman, many teachers need some changes in their teaching style. Some need to change their vocabularies, some to learn teaching strategies, and both sexes should realize that there need not be different methodologies for teaching girls or boys.

In this context, Thomas admitted to having thoroughly enjoyed having boys in her classes, even though there were differences in skill development between boys and girls. But girls are not inferior in soccer, because for some years soccer has been a favorite activity in Alexandria and girls begin to play with the boys when they are young so now they hold their own better in this than in football and basketball.

Marsh says he has not changed his teaching style, but he has noticed some girls have a tendency to get to class late and want to sit in the bleachers. However, when class gets going, the boys' enthusiasm rubs off on the girls and the girls' calm helps the boys. The girls get roughed up a little more than they did, but in general there is less roughhousing among the boys than there used to be.

Knutson has heard every kind of contradiction possible, she says, but in general girls have good experiences even if the boys tend to dominate a little. One concern that Knutson expressed was that some of the teachers who had high standards regarding traditional things like showers, dress, etc., are often the ones most opposed to coeducational physical education and now tend to cop out on the standards, and even in some cases on the level of instruction.

Questioned about whether they had noticed that professional preparation schools had responded to the challenges of Title IX, there were mixed responses, but the supervisors who were recruiting teachers for the next school year openly expressed disappointment that graduating seniors had not been well taught about the Title IX regulations and that they did not seem to be aware they would have to teach in a sex integrated situation.

This is a serious charge and means that, as Harvey stated, he would have to handle this failure in preparation by preservice training for the teachers he has recruited. Comments indicated a belief that higher education institutions have focused more on the Title IX implications for athletics than for physical education. But the teachers must teach—they are not going to be athletic directors right off the bat, or perhaps ever. All the comments on this subject are in agreement with similar concerns expressed by supervisors in many of the systems visited in connection with this project.

We discussed the effects of sex integration on the dance programs in the schools, and Knutson said there is less and probably will be less dance because people misunderstand the requirements. They will not offer dance because the classes tend to be predominantly female at the present time and they believe, erroneously, that they must be equally male and female. Marsh said that at his school, dance is taught but it is called rhythms. This is the first time he has taught dance to boys, but he enjoys it. There was a general feeling that folk and square dancing instruction will improve and increase, but there may be less modern dance for a while.

None of the above is intended to imply that changing over to sex integrated physical education can be accomplished without any problems.

It is obvious that those schools and districts that began to move in this direction for other reasons and to solve other problems had an easier time in making the change. And this, of course, reinforces the comments expressed in several different places, that the attitudes of the teachers and the administrators are most important to success.

In some schools, it was interesting to note that the sex makeup of classes was not mentioned at all—discussion was about curriculum, budget, and scheduling—thus indicating that it is possible to reach a stage where sex makeup of

classes is no longer a factor. The size of the budget does not seem to be an indicator, either. Communities with per pupil expenditures of less than $1000 made the change with as much ease as those rich communities that can spend $2000 or more per pupil.

The comments on the change from positive orientation to negative among some teachers who don't care for teaching sex-integrated classes, so that now they no longer teach so well, or don't uphold those standards they had previously considered most important, are another manifestation of that confusion about a teacher's role that expresses itself in talking about "my program." One wonders for whose benefit the program exists. Is it solely for the teacher to express his/her beliefs and personality or is it rather to educate young people and teach them activities for their pleasure and health?

Many school systems adopted a system-wide approach to integration of physical education classes in connection with Title IX requirements. The central office, in these cases, held meetings of committees of personnel from the supervisory level, school department heads and teachers to study all the implications of the regulations and make recommendations that individual schools could follow. Many of these recommendatons were put on paper in the form of pamphlets and monographs and have considerable value to any schools or systems now facing the July 21, 1978 deadline for final compliance with Title IX.

The Detroit Public School system followed this procedure and prepared such a booklet for the use of physical education personnel citywide. In his preface to the booklet, Robert R. Luby, division director for the city, states: "The changes which have taken place in our society have not alone championed women's rights but those of minorities and majorities as well and, in the final analysis, reflect an earnest desire to eliminate injustices and provide equal opportunity for all students in our schools—the tall, the short, the weak, the strong, boys and girls."

In the section on scheduling, the following pertinent paragraphs appear:

> It is suggested that the Health and Physical Education Department Head explain his program particularly to all counsellors and at teachers meetings, community council meetings and orientation meetings for students. Some schools have found that a take-home printed brochure, outlining the program, is extremely valuable.
>
> Total conformity within the system is not necessary but each school has the responsibility of educating personnel so that young people can be guided into those classes that best suit their needs and interests.

The committee was able to list 32 activities being taught as coed classes in the metropolitan area at that time.

The question of class standards, evaluation and grading always comes up in discussions of sex-integrated physical education classes. The Detroit pamphlet makes the following suggestions:

Class Standards, Evaluation And Grading

The coeducational make-up of a class should in no way deter instructors from setting realistic and consistent standards for their students. Students should know what is expected of them in terms of learning and behavior, and should take an active role in evaluating their own progress.

Gym classes that look good generally are good. Although students cannot be required to purchase gym uniforms, the attractive outfits now available in school colors that fit both young men and women are appealing to students and add much to the cohesiveness and spirit of a class.

Factors such as participation, effort, achievement and preparation and progress need to be considered when grading. Standards for grading should be established departmentally. Achievement standards can not be set which discriminate against either sex. For example, tests which involve strength should have different norms for females and males. However, it would be a mistake to underestimate the potential for excellence in either male or female physical education students.

The question of liability is frequently discussed and often proves a stumbling block in the minds of many teachers and administrators. The following approach was taken by the Detroit committee:

Safety Factors For Coeducational Classes

Teacher liability is always involved where there is proof of negligence. Negligence seldom occurs when the individual teacher conscientiously adheres to safety regulations which are designed for the protection and well-being of students.

Supervision of a class is interpreted to mean that the teacher is in the room or on the playfield or in the locker room with the class. This may pose a problem with coeducational classes. However, careful teacher programming can insure the presence of a male and female teacher every period. When this is not possible, it is the responsibility of the principal to assign the unsupervised locker room as a regular teacher duty.

Danger lies in overcrowding coeducational classes. Team games which cannot be closely supervised because of large numbers can result in numerous injuries to the smaller and less muscular female student. Caution should always be observed when pairing any two students of unequal size in a competitive situation where injuries may occur. Caution is equally important in matching the 100-pound boy against the 200-pound boy as it is in matching male against female. It is suggested that coeducational physical education classes observe the same numbers limitations as academic classes.

Non-participating students can prove to be dangerous obstacles in a gymnasium. Physical education departments and administrators should establish a policy dealing with this problem.

Successful Approaches

There is plenty of evidence that the most successful approach to changing from single-sex physical education to a completely coeducational curriculum is a gradual one which includes all the faculty of the department. Schools which began to change their curriculum several years ago for other reasons than federal requirements were able to experiment without any undue pressure to meet deadlines other than those they chose to impose on themselves. A favorite pattern was to handle all the carry-over sports coeducationally, go on to the activities which can be classed as outdoor education such as camping, backpacking, mountaineering and wilderness experiences. By the time they came to integrate team sports they had a lot of experience and both students and teachers were psychologically ready for the change. Such an approach accustoms students and parents to the idea of coeducational physical education without shock and even very negative teachers find it hard to maintain their attitude. The peer pressure on the reluctant teacher or student becomes a positive element.

There are many factors which induce some teachers to be negative about curriculum changes of this description. Tradition certainly is one element, but another strong factor is a threat to a particular activity or curriculum area in which the individual has been successful and which (s)he has made specifically his/her own. This may be a synchronized swimming program or gymnastics classes which have culminated in a markedly successful annual concert. The self-identification of the teacher becomes involved in these efforts and it is easy to understand why changes are threatening.

Supervisors and department chairs tell of teachers who subtly or not-so-subtly discourage students from their classes in elective programs. They ignore students of the undesired sex, or make disparaging remarks about their performance so that they ask to be transferred to another class or activity. This very small minority can be a stumbling block in achieving full integration.

Descriptions of programs and approaches at individual schools follow. There may be some repetition, but it is instructive to see that there are no exact duplicates of curriculum and that schools are at different stages of development in the changeover.

Independence Junior-Senior High School, Columbus, Ohio

This new school has a fully coeducational program but teachers of the junior high grades are conscious of the lack of skills of students who come into grade 7 without prior formal physical education instruction. There are four teachers in the school, two who concentrate on junior high grades and two who concentrate on the senior high grades.

Folk and ethnic dance has become a popular part of the program at the junior high level and is well accepted by both sexes. In the 1975–76 year, the man and woman teacher taught dance separately but for the 1976–77 year, they decided it would probably be better to team teach, which they do.

All the usual activities are included in the curriculum for all grades and no specific problems in connection with sex integration were mentioned by faculty.

Dublin High School, Dublin, Ohio

This school is well known in the state for the variety of activities offered by the physical education department. It is an open classroom concept school and enrollment in a growing neighborhood is still rising. There are two physical education teachers for 590 students. The basic skills are taught during school hours but many of the activities take place after school and great use is made of community resources.

The kind of curriculum favored by Dublin High School lends itself readily to sex-integrated instruction, although there is little doubt some traditionalists might find problems. Part I, Group Instruction, includes archery, badminton, bait casting, basketball, croquet, fencing, field hockey, football, golf, horseshoes, lacrosse, shooting, shuffleboard, soccer, softball, table tennis, tackraw, track and field, volleyball, and wrestling. Part II, Individualized Study, includes body building and gymnastics. Part III, Independent Study includes camping, canoeing, cycling, dance, hiking, horsemanship, judo, orienteering, sailing, scuba diving, skiing, swimming, tennis, ice hockey and ice skating.

The community resources involved in or contracted with for teaching services include: American Red Cross, YMCA-YWCA, American Youth Hostels, American Campers Association, Boy and Girl Scouts of America, 4-H Clubs, Department of Natural Resources, Orienteering Association, Department of the Army, National Rifle Association, International Field Studies, and religious organizations. Outside facilities used include college/university facilities: municipal parks and buildings; state parks, campgrounds and buildings; National Guard Armory; and private industry resources such as ice arenas, roller arenas, bowling alleys, ski areas, gun clubs, farm ponds, scuba and skin diving facilities, judo and karate studios, dance studios, golf courses and ranges, horse stables, tennis courts, swimming pools and parachute jumping facilities.

In order to keep control of the quality of the instruction detailed course outlines and lesson plans are required from all outside contractors. This approach to offering a varied program which includes many recreational opportunities works well and quality can be maintained.

Students receive a pass-fail grade and must take eight units of study in physical education, two of which (40 hours) count for credit toward graduation. Whether students are in classes in school or after school, they may not miss more than three classes and receive a passing grade.

The weekend prior to our visit some students had enjoyed an outdoor pursuits weekend at a state park 33 miles from the school. Students bicycled to the camp site, set up camp, practiced some of the outdoor skills they had learned and took care of themselves under the supervision of their teachers.

None of the courses is required so no student need take an activity (s)he doesn't like. Therefore there is absolute equality of choice. Of course, this also allows the students who wish to do so to avoid some vigorous activities and team games. Students questioned about the outdoor pursuits weekend were generally favorable. One said it was hard, but he will go again next year in spite of that.

Upper Arlington High School, Arlington, Ohio

Upper Arlington moved into a modified coeducational program four or five years ago because of problems with student participation under the old pattern. Each semester is divided into two 9-week periods. Students like the coeducational activities because both male and female students learn to appreciate each others' skills. Swimming is a requirement during one 4 ½-week period during each school year.

However, the program is not yet completely sex integrated and the challenge of integrating dance and self-defense classes and some team sports has not been met. No doubt these challenges will be met successfully, because the surest road to success is to become quite comfortable with a selection of activities and to move into the others with deliberation and preparation.

Fordson High School, Dearborn, Michigan

Faculty at Fordson believe that the timing was right for the change to a sex-integrated curriculum at their school because they had good support from the administration and an opportunity for detailed planning. One week was spent after the 1975–76 school year in examining every aspect of the existing curriculum and planning the needed changes so that every faculty member was satisfied. A timetable for implementation was decided on, as follows: grade 11 was to start implementation January–June 1977 with an evaluation in the summer of 1977; grade 10 would start January to June 1978 with an evaluation in the summer of 1978. The program would be totally sex-integrated for the fall program in 1978.

Again, this deliberate graduated approach allows for evaluation and change as necessary. During the planning period every aspect of the curriculum was examined. Class size, grading system, nurse's policy and excuses from physical education, fitness testing, and standardization of written and skills tests, care of equipment, supervision of locker rooms, uniforms, intramurals, coaching etc. were all hammered out as they related to the needed changes. Decisions were carefully recorded. Frequent meetings for evaluation and discussion throughout the school year were scheduled.

Fordson High School is 50 years old, a handsome example of school architecture of the period, and the physical education facilities are in keeping. Plans are in the works for some renovation, but the unique period features will be retained. The faculty are generally positive about their efforts to establish a coeducational physical education program. For example, Fordson teachers have found volleyball well adapted to sex-integrated classes although in some schools some individuals have doubts about this. Before the unit on volleyball began, however, students were well briefed and boys were reminded that they are powerful and should exercise some care.

Some funds are available in Dearborn school district for in-service training and during the 1976–77 year in-service focused on teaching in coeducational situations.

Henry Ford High School, Detroit, Michigan

The Detroit school system decided early to implement Title IX and prepared a handbook for the assistance of faculty in all the schools. In addition, demonstrations of teaching techniques for specific activities are arranged frequently.

A demonstration on teaching basketball skills at Henry Ford was most impressive. After warming up exercises, the teacher, Stan Allen, put a large class of boys and girls through ball handling drills, full court control practice, full court dribble, one on one ball control, dribble tag, medicine ball passing, three-lane passing, and defensive drills. The students were attentive—the teacher never raised his voice—skillful, paired well for size, and had control of their bodies. In this kind of practice session body contact was not called for and there was none.

During this demonstration, it was impossible not to think that if every man or woman who had said that it is impossible to teach basketball coeducationally had seen such a master lesson, they would be silenced.

Ferndale High School, Ferndale, Michigan

Roy Burckhardt, director of health and physical education, athletics and recreation for the Ferndale school district, thinks the Ferndale schools have made a good adjustment to sex-integrated physical education.

Recommendations on implementation of Title IX for the district were made by a committee which included parents, high school students, Burckhardt, and teachers from elementary, junior high, and high school levels. An interesting facet of the committee recommendations was that they called for the physical education teachers at all levels to review Title IX themselves, discuss plans for implementation, and then submit their plans to Burckhardt for review and approval. This approach puts the onus for developing changed methods, if they are necessary, and for new lesson plans, when appropriate, on the person who has to implement the changes.

Problems have arisen from the layout of facilities in the high school and Burckhardt says they have had to change some of the scheduling practices. The school was obviously intended to be the best of its kind when it was built 25/30 years ago and in general its design still stands up well. One advantage was two swimming pools, each with its adjacent locker rooms. In order to provide for efficient supervision of pool locker rooms and to make the best use of teachers' time, it has been found necessary to schedule two swimming classes simultaneously whenever swimming is scheduled at all. An example observed was a demonstration of canoe handling and safety taught by a woman in one pool and in the other a swimming class taught by a man.

Donna Giltrow, who has responsibility for the girls athletics program, says that in the sex-integrated physical education classes, she misses not getting to know all the girls, but the compensation is that she gets to know more of the boys in the school. One sex difference she notices is that the boys fight a lot about instruction. They elect an activity and then want to go in and play without prior instruction in it, but she thinks she has persuaded them that it is better and you have more fun when you have had some instruction and know what you are doing.

Modern dance in this school is an after school activity, but there is a good folk dance class in grade 9 and they intend to incorporate disco into the folk and square dance curriculum.

Kimball High School, Royal Oak, Michigan

Fred Peiper, director of health, physical education and athletics in this school district has been appointed Title IX coordinator for the district also. He has thus had to make himself familiar with the requirements and has an understanding of the forces that created the legislation. The high school integrated the physical education departments in 1966, but still continued separate-sex classes in most activities.

In changing to sex-integrated classes, the method adopted was to program the computer to give 30 students (both sexes) to each teacher. Peiper says that students complain that women teachers are strict and traditional, but a woman teacher said that she found men's discipline is different from women's. It is hard for a woman to handle that 2% of over-aggressive boys. On the other hand, the men agreed they had no problem handling girls, except that the girls are more embarrassed than boys when they cannot do an activity well.

Ridgewood High School, Ridgewood, New Jersey

Although the junior high schools in Ridgewood have been sex integrated for several years, the senior high school did not become so until it was required by Title IX two years ago. At that time, they went to a coeducational elective program which has been well received. The attitude of the students coming from the well established integrated junior high school programs is, "So, big deal! What's all the fuss about?" The faculty are generally positive also.

David Marsh, director of physical education in the district, says that the law has helped them to do what was desirable in any case. In conversations with students, teachers, and administrators, there was no sense that the community was disturbed by the changes but rather a strong feeling of community and student acceptance of good programs well presented.

Whippany Park High School, Whippany, New Jersey

Derry Michael, director of health, physical education, and athletics at Whippany Park, says he is a traditionalist who is willing to try new avenues to attain established desirable goals. Although the school program was broad in scope, six years ago (1971) it was decided to try to create a more positive attitude among a higher percentage of students toward physical education. Therefore, the physical education staff developed an elective, coeducational program of activities.

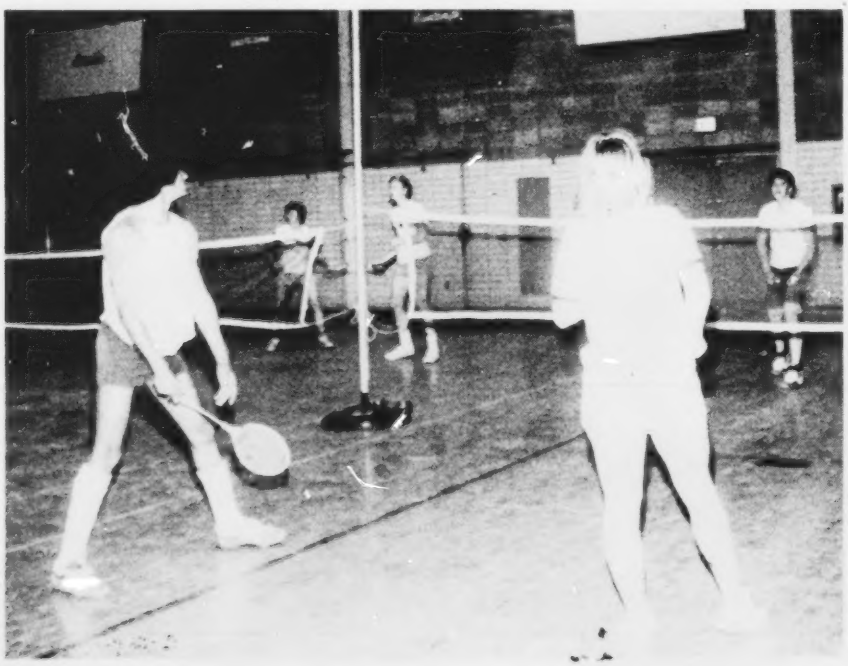
The total faculty of six persons was involved in the change and Michael considers this a necessary ingredient to success. The initial efforts to change were made in grades 11 and 12. The staff agreed that it was best to start with half the school enrollment and if successful to include all grades. Grades 9 and 10 are still not on an elective basis although all instruction is now sex integrated in accordance with Title IX regulations. The theory is to require instruction in a number of activities at the 9th and 10th grade levels and then permit freedom of choice at grades 11 and 12.

The fact that the school was used to coeducational classes in all recreational sports no doubt assisted when the final step had to be taken because of Title IX. Whatever problems there are seem to arise from different skill levels between sexes in some team sports. This problem is universal and does point up that whether because of different curricula, different teaching methods, or lack of practice, girls by and large are often not so skilled as boys. This, of course, explains the need for Title IX emphasis on sex-integrated classes so that they may have the same opportunity. Whippany Park would like to group classes by ability and some of this is done already.

It is noticeable that this is a disciplined school with good rapport between teachers and students. With respect to skill testing, one teacher said she would like to spend two weeks explaining the need for testing and what it should achieve and then begin to test for ability. Another teacher said that it is most important to work on skills so that students can handle themselves well. He pointed out, and the others agreed, that it is not the skilled athlete who gets into accidents and hurts himself and others—it is more often the unskilled and poorly coordinated individual.

After six years experience with coeducational curriculum, Whippany Park teachers have found an increase in the girls skill level and fewer discipline problems with the boys. Sometimes the boys dominate the play and if this happens it becomes necessary to modify the rules.

"There is more work involved in this kind of program," one faculty member said, "but more satisfaction also."



John Handley High School, Winchester, Virginia

This four-year high school changed to a coeducational physical education curriculum five years ago because the faculty wanted to expand their offerings to the students. They had always included some integrated activities but decided to pilot a completely sex-integrated program. It seemed wasteful to have two people teaching the same course at the same time. They began with the courses that seemed best adapted to mixed classes and every year added more courses until they achieved their goal.

Each year they continue this program they think it gets better, says Nikki Isherwood, department head. They offer 53 mini-courses every year and make good use of outside and community facilities for swimming, bowling, camping, riflery, and skiing. A leadership training course is offered for students who think they may like to become physical educators. Lesson plans and course outlines are on file in the department office and the principal's office. Behavioral objectives are well defined and the community and administration demand good discipline be maintained. Approximately 80% of the instruction is by team teaching and there is extensive planning for all activities.

Isherwood says there have been few adverse comments from parents about the sex-integrated curriculum and those comments that have arisen have been handled by explaining the objectives of the courses. When they are fully informed, parents understand and cooperate.

There are seven periods in each day, the final one being devoted to intramurals. Interscholastics practice and play begins during the final period and continues as long as necessary.

This school has been used as a demonstration school and was named a President's Council on Physical Fitness demonstration school also, so it appears that the sex-integrated curriculum has not reflected adversely on the fitness of the students.

Crenshaw High School, Los Angeles, California

The curriculum at this typical urban school includes the traditional activities and basic skills instruction. The faculty members believe that most children enjoy physical education, says June Brandon, department head.

The activities are elective except for 10th grade, first semester, when an orientation to the school, little known sports, and interscholastics is a large part of the curriculum. Students are exposed to team sports during their early high school experience because the faculty believes that they cannot make good choices in the elective program unless they have some knowledge of what is involved.

In general the faculty is not afraid to try new things and to make changes when necessary. Modern dance is taught by Wilma Coleman, and there were several males in the class. Numbers to be presented at the annual concert included jungle, tap, karate movements to music and an Afro number. This is an example of using the students' own interests to shape a dance program they enjoy.

Alexander Hamilton High School, Los Angeles, California

This is one of the few big high schools that has a woman athletic director. Pat Kuhl assumed that position to everybody's satisfaction and is also co-chair of the physical education department with Don Threatt as her colleague in physical education.

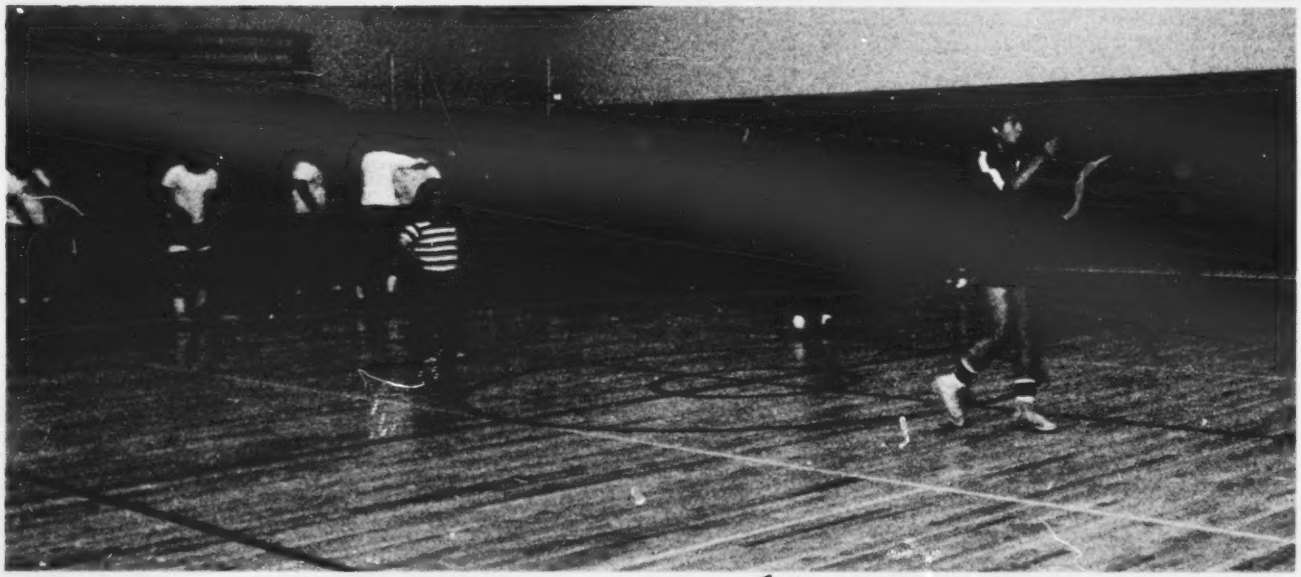
Under the vigorous leadership of the principal, Josephine C. Jimenez, the school moved to a sex-integrated curriculum in 1974. California had an anti-sex discrimination law before the legislature and by then it was obvious in which direction Title IX would move. Foreseeing the passage of the California law and hoping to avoid a traumatic impact by Title IX on the school, Jimenez mandated in-service training for the physical education faculty.

With this sort of leadership from the principal, in October 1974 the newly unified department of physical education and recreation issued guidelines for participation in physical education and recreation classes. Students were asked to be informed and to accept a fair share of responsibility for regulations covering use of PE lockers, locker rooms, shower rooms, uniforms and dress, PE offices, and class procedures.

By February 1975 a staff development agenda had been discussed. By December 1976 Pat Kuhl, chair of the combined departments, was able to state that department reactions were "mixed at the start with one staff member strongly opposed to the change, several strongly in favor and the rest open minded to try it." Because the principal was a believer and every person was involved in the planning and execution of programs and even in disagreements, which were resolved through department-wide discussion, Kuhl states that there "have been great outcomes in the past few years. Rarely do we have behavior problems in physical education now and there are meaningful lifetime carry-over activities for all students." The school has a required physical education program at 10th grade and the physical education faculty is recommending that it be required at 11th grade also.

There is a good racial and ethnic mix in this school and parents have a lot to say about the operation of the school because of their membership on the community advisory committee. The school did a survey of students and their attitudes toward physical education and found that among those who opt out a majority are the white students. It is for this reason among others that the faculty wish for a requirement at grade 11. Even though only 12% have opted out, it is obviously not desirable to allow the physical education class to become a mix of mainly black and other ethnic minorities with very few of the white majority. The students said they like their physical education curriculum.

Principal Jimenez is emphatic that behind all the changes is the idea that they want to improve the program, and this they believe has occurred. She also said that at the present time, some of the people who were the greatest critics in the past are now positive in their reactions.



North Community High School, Minneapolis, Minnesota

North is an inner city high school, student body 1900, with a 45% minority population. The building is relatively new. Since 1970, the school has had students in grades 9–12. The physical education program has been sex-integrated since 1970, and 9th graders are required to take two five-week units of physical education. Each activity meets daily for 55 minutes. Students in 10th, 11th, and 12th grades take two additional trimesters of physical education to fulfill graduation requirements, and may choose a specialized activity: badminton, golf, swimming, etc. No competitive sports may be substituted for physical education. A dance class for 9th graders, with 200–400 students, covers folk dancing and modern dance, and ends with a disco/sock hop. The course was new in the 1976–77 school year.

North has a 10-member physical education staff—five men and five women. According to instructor Shirley Keating, the merger of departments was smooth, with a feeling that "there was more to gain than lose." Except for locker rooms, none of North's facilities (one large gym, divisible into two full-court basketball courts or 10 badminton courts; three auxiliary gyms, each of which forms one large or three small volleyball courts; a weight training center; four tennis courts; softball diamonds; a track; and a football field) are identified as "boys" or "girls." There is a balance on the staff between older and younger teachers. Teachers are somewhat specialized, and teach their specialities when possible; 9th grade instruction includes a little of everything, and a good deal of team teaching is done. Activities available include fishing, power volleyball, modern dance, weight training and physical fitness, softball, archery, golf, bowling, tennis, and basketball.

Students have tended to avoid coeducational team sports, favoring lifetime sports. Girls have avoided weight training, boys have avoided modern dance. Many students have taken advantage of the variety of offerings by taking much more physical education than is required. Keating has discovered many cases of girls being picked for team sports over boys—something that has not always gone over well with the boys. She has encountered some difficulty in teaching in situations where the skill levels of girls is dramatically lower than that of boys.

Keating emphasizes the need for a positive attitude in establishing and administering a sex-integrated program. Her department found initial procedural problems easy to overcome, because there was a belief in the program, and in the idea that coed physical education was a natural thing. Parental response to the program has been favorable.

The goals of the North High program are to expose students to a variety of opportunities; enhance cardiovascular development; emphasize lifetime sports; and help students develop effective patterns of interpersonal relationships.

Highland Park High School, St. Paul, Minnesota

Highland Park High School has a student body of 1450, and is located in a middle and upper-middle class section of St. Paul. The fully sex-integrated physical education program is administered by three fulltime teachers and one student teacher. Twenty activities are offered, including riding, canoeing, swimming, diving, scuba diving, gymnastics, social dance, paddleball, handball, trampoline, water polo, badminton, and square dance. Students are required to take two trimesters of physical education, and, if their grades are satisfactory, may take advanced courses. Advanced classes are given during a two-hour block of time in the middle of the school day. Average size for all physical education classes is 26. Facilities available include a pool, a large gymnasium, and two auxiliary gyms. A unisex uniform—T-shirt and shorts—is worn by all students.

Use of staff emphasizes de-specialization and professional growth. Scheduling and paperwork is a monumental task. Perhaps the most impressive aspect of the Highland Park program, conveyed most effectively by staff member Bruce Chicoine, is the dedication of the staff to the program. Chicoine emphasizes the flexibility of the department chair, the willingness of the staff to participate after hours (building equipment, etc.), flexibility, and a continual re-evaluation of the program. The program has been sold to staff, students, and parents, and sold successfully. Chicoine contends that limits of space, time, and money can be dealt with, if the staff believes in the program, and conveys that belief to the students. The Highland Park budget is small, but the program runs with incredible smoothness.

Team sports competition may not be substituted for physical education. Chicoine seeks a balance in boys and girls in all classes. He has found little awkwardness among either boys or girls in the program, and little meaningful skill difference between the sexes, particularly in individual events. On a voluntary basis, the advanced physical education program has been tremendously successful. The staff shares a common preparation period, and Chicoine has found that this increases communication. An interesting observation: Chicoine contends that boys work better for a female coach, and vice versa. Care of equipment is stressed, as is variety in opportunity. There is an emphasis on challenging students, particularly in the advanced program, and, overall, great pride in the program.

White Bear Mariner High School, White Bear Lake, Minnesota

White Bear Mariner in suburban St. Paul is an innovative school. Half (50%) of each student's time is unstructured and the other half divided under a system of modular flexible scheduling. A physical education curriculum that appeals to students in this type of school has been designed. It eliminates or makes optional those elements of the traditional program that were found to be most distasteful to students: showering, calisthenics, track activities, etc.

The voluntary program has proved successful and physical education grows steadily more popular.

Pat Stringer, coordinator of the program for the past 10 years, says the concern of the program is to provide "physical education for human beings," and the fact that all activities are sex integrated is incidental to that idea.

Grades 9 and 10 have a requirement of 60 hours of physical education from the elective curriculum. Few White Bear students opt out on completing the requirement as physical education courses are among the most popular of the school's 300 elective offerings. Activities offered focus on lifetime sports, cross country skiing, riflery, orienteering, rock climbing, camping and canoeing, and other such sports as can be enjoyed by men and women together. The object is to teach young people to use their leisure effectively in the Minnesota environment.

General Comments

None of the descriptions of individual school programs is intended to lead one to believe that changing over from the traditional single-sex program to a completely coeducational curriculum can be accomplished without any problems of adjustment.

It is obvious that those schools and districts that began to move in this direction for other reasons than Title IX requirements and to solve other problems had an easier time in making the change. And this, of course, reinforces the comments expressed in several different contexts that the attitudes of the teachers and the administrators are most important to success.

In some schools, it was interesting to note that the sex makeup of the classes was not mentioned at all—discussion was about curriculum, budget, and scheduling. The size of the budget, however, does not seem to be an indicator of success, either. Communities with small per pupil expenditures and real budget problems seem to make the change with as much ease as the richer communities, once the decision is made.

The descriptions of specific school programs indicate wide variations in philosophy, resources, and facility. There is no intention to suggest that one type of curriculum is superior to another. Readers must draw their own conclusions as to what is most suitable and possible in their own school or system.

In telling our story to the world, which is one of the major activities of the AAHPER, we stress the importance of physical activity during a lifetime. We stress the need for early training and knowledge of the benefits of regular exercise which is then carried on into old age. The after-school years will see this kind of activity carried on in a recreational setting in most cases, and both sexes will be enjoying it together.

The change to sex-integrated physical education will bring physical education even further into the mainstream of education. It will no longer be one of the few instructional areas that treat the sexes differently. It is a necessity for both sexes to learn to exercise together and play together in our modern life.

17

Appendices

I
. . . Alternatives for Improving Programs . . . Examples of Successful Secondary School Physical Education Programs, Department of Education, Sacramento, California

II
Are Elective Co-ed Physical Education Programs the Answer? by Derry Michael, Whippany, New Jersey

III
A Comprehensive Coeducational Program of Activity for Junior High-Middle School Youth, Benjamin Franklin and George Washington Junior High Schools, Ridgewood, New Jersey

IV
The Implementation of a Title IX Health and Physical Education Program at Two New York City High Schools, Stuyvesant High School and Norman Thomas High School

V
Health and Physical Education Narrative, John Handley High School, Winchester, Virginia

VI
Alexander Hamilton High School, December 1976, West Los Angeles, California

VII
Campbell Union School District—May 1976—Student Athletic Interest Survey for After-School Sports for Seventh and Eighth Grade

VIII
We've Got It All Together in the PE Department at Glenview, East Moline, Illinois

IX
Operation Awareness, Upper Mississippi River, Carroll County, Illinois

X
Results of Student Evaluation, Buckeye Junior High, Columbus, Ohio

XI
Reprints from *Update* Stories Reporting on Other Successful Coeducational Physical Education Programs

Appendix I

. . . ALTERNATIVES FOR IMPROVING PROGRAMS . . . EXAMPLES OF SUCCESSFUL SECONDARY SCHOOL PHYSICAL EDUCATION PROGRAMS

This article suggesting some alternatives for improving physical education programs and bringing them into compliance with Title IX was prepared by Barbara Landers of the State Department of Education, Sacramento, California, for use in that state. It is printed with the permission of that department. Some of the suggested models are based on research done for and materials prepared in connection with Project Cope, a project of the Florida Department of Education, with which Barbara Landers was associated.

Once a staff, school, or district has "discovered" Title IX and looked into its ramifications, there is a need for honest appraisal of program purpose, status, and outcome before/during the move to full compliance with this Federal law. It is the intent of this paper to offer insights to staffs/administrators as they go about seeking the best alternatives to be applied to their programs. No dictate is intended, only suggestions for local consideration. Staffs which enter into honest self-evaluation, open discussion, flexible implementation, and constant re-thinking with subsequent new action will succeed in all probability not only in complying with the law but also in enhancing pride, serving students better, and realizing more productivity. At best, these are admirable goals and most desirous as an ongoing staff development process, with or without the dictates of Title IX.

The systematic application of common sense logic seems appropriate. Staffs will want to evolve through this familiar battery of contemplative steps:

1. Consider "WHAT IS" . . .
2. Consider "WHAT CAN BE" . . .
3. Consider "WHAT WILL BE" . . .
4. IMPLEMENT the plan
5. EVALUATE and REDESIGN as necessary.

Herein follows a discussion of each of these points and some samples of curriculum efforts which reflect evolution toward Title IX compliance.

1. STEP ONE: Consider "WHAT IS" . . .

Honest evaluation of existing programs is the necessary first step. Are the programs in the school the same for boys and girls? Are opportunities for each individual's needs provided? Is there acceptance of program offerings? Do the men and women certificated staff members communicate effectively—openly—honestly?

Do two distinct departments exist? Are they dichotomous in their philosophies? Does one "instruct" and the other "throw out the ball"? Is there a need for understanding the existing attitudes and their source? Can all attitudes be channeled productively so students are served effectively and positive coexistence of staff members be retained?

Specifically, are efforts made PRIMARILY to teach sports or to teach students through various movement activities? While the distinction may be minor, the results are not subtle. Do evaluation techniques reflect concern for all domains—cognitive, affective, and motor—or are they skewed toward only one area? Are the values inherent in quality physical education programs being assimilated? (Note: These might include enthusiastic and skillful participation, voluntary pursuit of active leisure activities, obvious motor/body fitness, respect for self and others, appreciation of varying cultures, self-control and acceptance of responsibility, and knowledge/acceptance of one's capabilities/limitations.) Are supervision/operations principles the same? (locker rooms, dressing policies, participation requirements, etc.)

WHERE DOES YOUR PROGRAM "FIT"?

For tables see pages 21 and 22

In order to implement step one, staffs should individually and as a group evaluate each aspect of the questions cited. Further, other questions pertinent to the specific location, programs in progress, and personalities involved should be posed, answered and reconsidered. Venting of internal frustrations should be encouraged so that an honest level of communication can be achieved. Arbitrators or mediators may be needed to maintain a positive professional climate and to facilitate a growth experience as opposed to a "lemon squeeze" environment. Once "WHAT IS" is decided, staffs can move onto step two.

2. STEP TWO: Consider "WHAT CAN BE" . . .

Staffs seeking to comply with Title IX will want to explore as many alternatives as possible before making a final decision for action.

INSTRUCTIONAL PROGRAM ALTERNATIVES

Some compliance alternatives to be considered for *programs of instruction* would include:

A. *STATUS QUO.* As near as possible, retain the existing program. Simply combine like classes and offer the units on a coed basis, announce open enrollment for all other units. Encourage students to pursue activities they need and want. Change the format only if no open coed classes result.

B. *COMPLIANCE THROUGH PHASING IN.* Start the compliance process by making all classes in lifetime sports, aquatics, and self-testing activities coeducational. Orient students to the values of coeducational involvement in physical education classes during these units. Set the tone for department goals (i.e., fitness, motor skills development, social behavior, self-image, leisure interests). Then offer coeducational units in noncontact team sports. Finally, integrate the whole program into the coeducational scene by offering all units coeducationally (combatives, contact team sports, rhythms, etc.).

C. *PROGRAM ANEW.* Through extensive self-evaluation and program review, determine the de-

partment philosophy regarding the intent of instruction (i.e., sports centered, fitness centered, child centered, social skills centered, combination(s), etc.) Based on this philosophic commitment, establish the program dictates (i.e., SPORTS CENTERED: Offer units of instruction in predetermined sports areas. FITNESS CENTERED: Set physical performance goals in all fitness areas and establish how staff will project these to students—required obstacle courses, units in body conditioning, etc. CHILD CENTERED: Determine qualities to be measured and enhanced, pre- and post-testing procedures, counseling services for program interpretation, strand to serve the diversified needs of students, staff qualification/inclination for program success, methods of evaluation and recycling possibilities. SOCIAL SKILLS CENTERED: Set a recreational environment and allow students to schedule activities of their choice. COMBINATIONS: (one example) Establish a core requirement in motor ability areas, schedule all first year students into the fundamental class for self-evaluation; move those with high skill levels into a gaming track (elective oriented); those with instructional needs into a basic track (predetermined); those with remedial needs into an adapted track (rehabilitatively oriented); and those with interests, skills and maturity into a leadership/vocational/service track (special units emphasis).

D. *COMBINATIONS OF ABOVE.* Attempt status quo or phasing in compliance while studying the program. Develop the program anew over a period of years in response to staff philosophy moderation, student/parent input, ongoing program evaluation, in-service development, and fiscal dictates.

E. *OTHERS.* As determined by local situations, future law interpretations, etc.

SUPERVISION ASSIGNMENT

Alternatives for *supervision assignments* would include:

A. *PEC/PET.* Students are assigned a physical education counselor (PEC) who issues locks, supervises the dressing/showering process, and assists in emergency situations. Students are also assigned a physical education teacher (PET) who instructs the student in units of study.

B. *PERIOD SUPERVISORY SCHEDULE.* The members of the staff are assigned one or more periods of the day when they will be responsible for locker room supervision. Such supervision to include the operating of student services: the issuing of locks, towels, etc; the assignment of lockers, the conducting of the lost and found process; the supervision of dressing/showering; and the responding to emergency situations.

C. *BUDDY SYSTEM.* A male and female staff member are identified as "BUDDIES" for a given period. Students of like sex report to these teachers for locker room needs.

D. *LOCKER ROOM ATTENDANTS.* The administration provides paid supervisors for locker rooms who are responsible for student services and the maintenance of appropriate student decorum.

EVALUATION PROCESS

Alternatives for the *evaluation process* would include:

A. *ONE DEPARTMENT POLICY.* The members of the department agree on all facets of evaluation and the policies are applied to all students; i.e., % for preparation, % for participation, % for skills/cognitive growth, method of earning points, etc.

B. *COMPETENCY BASED EVALUATION.* Competencies for various units are predetermined. Instruction is directed toward the development of these competencies. Evaluation is based on student progress or retention of high skill/cognition ability. (Note: Title IX allows for different standards of measurement if past discriminations have resulted in current discrepancy in skill ability. Staffs will want to work toward equal evaluation based on student progress.)

C. *ACADEMIC FREEDOM.* Staff members are allowed to establish their own evaluation schema for the units they teach. This can only occur if all units are coeducational so discriminatory standards are not applied only to members of one sex.

D. *COMBINATIONS OF ABOVE.* Departments have one set of evaluation policies for all basic instruction units (core), allow academic freedom for special courses (cross-age teaching, life saving, WSI, performing dance, etc.), establish competency based criteria for electives, etc.

OTHER "WHAT CAN BE" CONSIDERATIONS

A. *FACILITIES.* Facilities do not dictate programs, but often limit parameters. Title IX requires that facilities be used equitably. Thus, BOYS GYMS and GIRLS GYMS will become old gyms, new gyms or north gym—south gym, etc. Physical education must be offered as one program and therefore students should use the most suitable facility for the unit being instructed.

B. *BUDGETING.* No federal dollars are provided for the implementation of Title IX. The fiscal ramifications of Title IX for physical education should be minimal as it is traditionally more costly to maintain separate but equal programs than integrated ones. Staffs should review, however, existing equipment, etc. and project the needs for the coeducational program planned. Short and long range budgeting should be an integrated part of the self-study process so that ongoing program growth and development is possible.

C. *PERSONNEL.* Attitudes of staff members are critical to the success of Title IX compliance efforts. Existing attitudes must be acknowledged, altered and/or accepted before cooperative planning can be accomplished. Lack of communication or insecurity

reflected in defensive confrontation or outright hostility will contribute to frustration and not to positive activity. Administrators will need to observe carefully the affective posture of their staff members as they seek to make the changes made necessary by Title IX mandates. Providing an atmosphere of cooperation and support is essential. Creating an arena of distrust can only contribute to prolonged anxiety and negative attitudes which will undoubtedly be passed on to students, parents, and other staff members.

D. *PUBLIC RELATIONS.* As always, public relations are important. There is much confusion regarding Title IX and the resultant changes made necessary by the law. Radical program, policy, and/or philosophic tenet changes which are not carefully interpreted to the various publics can stimulate violent whiplash-like vibrations which will contribute to elongated periods of frustration and possibly stifle the chance for program improvement or change. Staffs will want to consider involving students and parents in all stages of program modification. Such advisory councils can help in the subsequent public relations efforts which are essential if a smooth transition from two programs to one is desirable.

E. *FLEXIBILITY.* All persons involved must recognize that efforts tried may need to be changed. As acceptance of the Title IX mandates becomes apparent, modification of program plans, policies and procedures will be needed. As new court interpretations regarding Title IX implementation are publicized, adjustments will need to be made. Thinking that the modifications made as a result of the first self-evaluation are permanent would be a mistake. Good programs usually generate constant change in response to the times and trends which exert influence on the matter at hand. Title IX contributes to the need for staffs to make such ongoing evaluation and updating an essential trait of program review.

F. *ADMINISTRATION AND STAFFING.* While Title IX does not dictate that there be just one physical education department, it does indicate that there be one program or that all students have the opportunity to participate in all program offerings. If investigated, HEW looks for the results of all efforts made and asks for justification for all classes which have 80% or more enrollment of one sex. Some schools are electing to establish an electives department and a core department. Thus all students required to take physical education start in the core program and move to the elective program when they achieve desired competencies or complete the required program and enter into voluntary enrollment. Staffing must reflect both sexes. Schools which deplete or reduce teachers or administrators of one sex and create an obvious overstaffing of the other sex are in danger of violating Title VII of the Department of Labor law calling for equal opportunity for employment. Further, should all administrative positions be filled by members of one sex over the other, investigation of the affirmative action steps taken to fill the positions could be called for by candidates from the overlooked gender. For this reason, many schools are naming co-chairpersons for the period of adjustment (1975–78) and will name the one department chairperson after initial concerns have been resolved.

3. STEP THREE: Consider "WHAT WILL BE"

The complexities of resolving "What will be" from the data obtained regarding "What is" and "What can be" preclude the listing here of the endless possibilities. Suffice it to say, there are as many ways for a program to be as there are people to create them. The following analysis steps, however, might appropriately be applied and are offered for consideration:

A. Determine the discrepancies that exist between "What is" and "What can be".
B. Determine the constraints which must be applied (budget, facilities, personnel qualification, attitudes, etc.)
C. Resolve strategies to deal with each and all constraints.
D. Seek resources to provide for the implementation of the best strategies.
E. Produce a pilot or trial program, policy, and implementation plan.
F. Critique and redesign where needed.
G. Field-test the plans and critique process as well as results.
H. Redesign as needed.

Once the plan has been field-tested successfully, application to the whole is indicated.

4. STEP FOUR: IMPLEMENT the Plan

As discussed in step two, staffs may implement all aspects of the program at once or phase in the needed changes a bit at a time. In light of the long existence of separate departments, the phasing in process seems appropriate unless there is already a high, positive level of communication between the two staffs, the desire to move toward coed classes, or an existing coeducational program.

If the total implementation process is employed, staffs should avoid making traditional, contact team sports the first coed class offerings. The wide skill differences existing as a result of the extensive provision of organized teams for boys from age 6 on in football results in a negative experience unless delicately handled. Instead of flag football, one might begin with frisbee football or the Dutch game of Korfball. Such equalizers will contribute to the acceptance of the coeducational classes. After attitudes are resolved and elementary school programs are equitable, then classes in any movement activity would be readily accepted. (Note: It should be remembered that separating by sexes for the actual participation in contact sports is allowed. Therefore, if total implementation is used, application of this clause could be considered in order to avoid the initial "shock" of gender-integrated classes.)

If the partial or phasing in process is pursued, staffs should use the coeducational units as opportunities to resolve attitudinal differences. Every effort should be made to avoid negative comment and no arenas for embarrassment should be perpetuated by lackluster teacher or student attitudes. Grouping by ability in a clinical way (no stereotyped sarcasm) may demonstrate that in truth there are both highly skilled boys

and girls, average skilled boys and girls, and lowly skilled boys and girls. Helping students see that their principal concern should relate to their own individual capabilities and limitations and not the comparative skills of their classmates will serve as a touchstone for acceptance of the coeducational concept.

5. STEP FIVE: EVALUATE and REDESIGN as necessary.

While alternatives for evaluation of students were discussed in step two, "consider What will be", it is imperative that the plan itself be constantly reviewed and updated. Questions to be asked would include:

A. Do students like the program as it is?
B. Have any desirable qualities of the program been lost as a result of becoming coeducational?
C. Have desirable qualities been enhanced by the coeducational approach?
D. Do pros outweigh the cons?
E. Do cons outweigh the pros?
F. Is student productivity evident?
G. Are student needs being identified and met?
H. What factors are aiding the process?
I. What factors are hindering the process?
J. How can aids be more available and hindrances overcome?
K. Are members of the instructional staff enthusiastic, prepared, looking for new ways to challenge students?
L. Are lethargic attitudes apparent in staff members' behavior?
M. How can enthusiasm be enhanced and apathy eliminated?
N. What is the overall quality of the program as it is being organized and implemented?
O. Are there better ways to do what must be done?

Once such questions are answered honestly, staffs can redesign the weak facets of the program and make improved efforts to best serve all of the students. Data can be gathered formally through surveys and questionnaires and informally through observation, open discussion, and random sample. Involvement of outside evaluators can assure impartiality and perhaps a different perspective. Involvement of all in-house personnel (administration, staff, students, parents, other department staffs) is highly desirable if a quality ongoing cyclical generation of ever improving processes is the goal.

COMMENTS APPLICABLE TO THE LARGE SCHOOL MODEL

1. The model is designed for large schools using 9-week time blocks.
2. The projected staff at each school consists of six persons.
3. There is a minimum of 6 teaching stations, 2 indoor and 4 outdoor.
4. Additional community facilities are available and transportation is possible.
5. Students are not scheduled by grade levels (i.e., any and all grades may be present at any period of the day).
6. Alternate activities or extensions of the other activities suggested for the time block should be offered if swimming facilities are not available.
7. Fitness testing will be included in track and field units.
8. Where two or more activity choices appear in a horizontal time block, the student would have the option.
9. Diagonal lines within a time block indicate that students are divided into two groups and will rotate into the other activity at the midpoint of the time allocated (approximately 4 ½ weeks).

C. LARGE SCHOOLS—STRANDED PROGRAMS

STRANDS: ADAPTED, BASIC, ADVANCED, GAMING, SPECIALIZED METHOD:

All students new to the program enroll in fundamental physical education where an individual physical education profile is developed based on the student's response to various testing batteries designed to measure motor, cognitive and affective considerations of the discipline. Results of this measurement and student interest, desire and attitude are used to direct the student to the appropriate strand. Once in a strand, a student may reschedule when competencies have been mastered, interest in other offerings supersedes the proficiency needs of the student, and space permits the transfer.

DESCRIPTION OF THE STRANDS

ADAPTED. Students with temporary or permanent impairments receive basic and rehabilitative assistance so personal fitness is optimal, skills in appropriate activities are developed or enhanced, and voluntary involvement in active leisure interests stimulated.

BASIC. Students with personal needs and little movement background receive instruction in areas of deficiency, participate in developmental activities, learn basic game/activity strategies, play lead up and simplified contests, and take part in leisure time activities of an organized nature. Post testing for reclassification is offered a minimum of two times a year.

ADVANCED. Students with high skill ability but little gaming/participation experience receive instruction in advanced skills in activities of their choosing. Units culminate in organized competitions. Contract credit is available for outside movement areas of expertise (ballet, swim club, varsity sports involvement, league bowling, etc.)

GAMING. Students with high skill ability and experience in participation receive sports skills review with emphasis in advanced strategies and handling stress, opportunities to demonstrate/develop an optimal fitness level, and competitive or performance opportunities in tournaments and individual self-testing events.

SPECIALIZED. Students who have completed the required program and who possess the requisite skills for entry may enroll in specialized courses of one or two semester's length. Units may be vocationally related, performance based, and/or service oriented.

CHART "A"

PROGRAM	CHARACTERISTICS	TITLE IX IMPLICATIONS
1. CORE	1. All units of instruction are required of all students. Students move through a predetermined series of units. May or may not be ability grouped. Accommodates teacher skills and interests; pre-prescribes student interests or needs.	1. Possible conflict areas—wrestling, dance, etc. If units of instruction are traditional, past discriminations may dictate need for ability grouping. Need for staffs to agree on student needs.
2. ELECTIVE	2. Possible units of instruction are posted and students elect through interest or ability. Wide diversity of offerings possible. May accommodate student needs, interest and/or teacher skills, interests.	2. May lead to principally recreationally oriented programs. Unless offered on a strands basis (Novice, Experienced or Remedial, Beg., Int., Adv.), may exclude some students from some activities because of feelings of inadequacy.
3. CHANNELED ELECTIVE	3. Possible units of instruction are posted and students elect in response to predetermined "goals", i.e., two team sports, three individual sports, one aquatics, one dance, one conditioning, one combative, etc. May or may not be stranded (See column three #2).	3. Allows for the establishment of identified program goals and for some student interest fulfillment. May make for more success orientation if stranded.
4. CORE/PRESCRIPTIVE	4. Students are pretested in a fundamentals class and then guided toward programs designed for their needs—may enter the core (correctives emphasis) or the channeled elective (meet basic requisites, then elect according to interest) or the free elective (gaming/participation emphasis). Requires more teacher agreement, organization, and diversification.	4. Staffs must agree on pretesting areas of emphasis and standards of performance. Personality traits of instructors can be accommodated through varied tracks. Student needs identified and served individually or in like groups. Skilled players provided competitive outlets.
5. COMBINATION—INDIVIDUALIZED DIVERSIFIED	5. Any/all of the above combined or redesigned to fit the specific needs of the local setting. Contract learning offered on an individual basis. Units with vocational education emphasis, peer teaching, cross age teaching, performing fine arts orientation, and integrated curriculum (body as a laboratory) units possible.	5. Easy to establish Title IX compliance, complex to organize and conduct with small staff.

B. Large Schools—no grade blocking

LARGE SCHOOLS BASED ON NINE-WEEK GRADING PERIODS
STAFF: 6 IN EACH SCHOOL

	SCHOOL "A"			SCHOOL "B"	
GRADING PERIOD	7	8	9	10	11 (12*)
1	Orient. Sys/Func Cir w/o Motor Profile	Orient. Cap/Lim Fit. Comp. Cir. w Eq.	Orient. Effects of Ex. Cond.	Orient. Motor Profile Cog. Meas.	Wts./Cir. Training Aerobics & Cond. or Swimming
	Fund. Movement	Aerobics	Wts. & Aerobics / Badminton	Wts. & Cir. & Aerobics / Team Game	Badminton or Archery
	Mass Ball Games	Volleyball (OS)			
2	Gymnastics & Stunts & Tumb. / Volleyball Outside	Gatorball Speedball	Bowling or Archery	Wrestling or Spec. Rhy. Act.	Fencing or Bowling
		Wrestling or Creative Dance	/ Tennis	Tennis or Archery	Gymnastics or Wrestling
3	Folk and Square Dance	Track or Archery	Wrestling or Self Def.	Gymnastics or Self Def.	Golf or Social Dance
	Soccer	Social Dance	Track or Angling	Badminton or Rec. Sports	Track or Soc. Dance
4	Track & Field	Gymnastics	Life-Saving or Golf	Track or Golf	Aquatic Art or Gymnastics
	Drown-Proofing or Paddle Ball	Swimming or Golf	Gymnastics or Rec. Sports	Life-saving or Tennis	Golf or Archery

12* Twelfth grade programs should be entirely elective. Activity decisions should be made conjunctively by the students and teachers.

SAMPLE SCHEDULING

1. Schedule approximately the same number of boys and girls into each physical education teacher's class.	Teachers would keep this group of students for the semester or year.
2. Schedule approximately the same number of boys and girls to "staff" by period. The number of students assigned is determined by the number of teachers available.	Physical education teachers would assign students to activities or give students a choice of activities to sign into. Note: a. If teachers assign students, classes must be co-ed. b. If students select classes, all classes must be open to both boys and girls. c. In contact sports classes, students may be separated by sex *within* the class.
3. Schedule students to physical education by elective subject areas (badminton, volleyball, for example). These classes must be open to both boys and girls.	Teachers would keep these students for the length of the activity unit.
4. Schedule approximately the same number of boys and girls to "staff" by period.	Teachers may group students on the basis of ability, provided specified standards of individual performance are utilized. EXAMPLE: The California Performance Tests can be used for ability grouping. However, girls' standards must be used for girls, and boys' standards must be used for boys. Perhaps all students over the 85th percentile would be in the "high fitness class", etc.
5. Any combination of the above.	

LARGE SCHOOLS BASED ON QUARTERLY GRADING PERIODS
STAFF: 8 OR MORE

GRADING PERIOD	ADAPTED	BASIC (all new students)	ADVANCED	GAMING	11 & 12 Grade
1	Orientation Evaluation Leisure Act. Rhythms or Aquatics Capabilities/ Limitations	Orientation Fundamentals of Movement Profile Dev. Counseling For The Future	Orientation Dev. Personal Fitness Goals Skills Inst. in 2 Act. Tournament Play	Orientation Skills Review Team Sports Competition Team Sports (3)	ELECTIVES OR STRANDS AS NEEDED / SPECIALIZED
2	Sports Appreciation Fundamental Movement Ind. Rehabilitation Leisure Act Appropriate Competition	Activities* Development (2) Team Sport Fundamentals Rhythms	Fitness Act. (1) Inst. In 2 Act. (1 Team, 1 Ind.) or Dance Competition in Combatives or Gymnastics	P. Fitness Measurement Skills Review Combatives Gymnastics Composition: Team Sports (1) Ind. Sports (1)	
3	Ind. Development Lifetime Sports (2) Fitness Measurement Leisure Skills Development	Dev. Activities (2) Combatives Ind. Sports Fund. (1) Sports Appreciation	Body Conditioning Jogging/Dance Inst. In 2 Act. of Own Choosing Game Play	Swim/Run a Mile Club Skills Review Ind. Sports Competition Ind. Sports (3) Team Sports (1)	
4	Endurance Measurement Ind. Rehabilitation Team Sports (2) Aquatics/Rhythms Post Testing	Dev. Activities (1) Ind. Sports Dev. (2) Aquatics Team Sports Fund (1) Post Testing	Combine W/ Gaming Track Post Testing	Competition: Swimming Softball Track New Games Inst. In Dance Post Testing	

Specialized Programs: Athletic Training, Leadership, Cross Age Teaching, Performing Dance/Gymnastics, Life Saving/WSI, Recreation Leadership (Voc. Ed.). These programs are offered in accordance with student interest/qualification and staff availability.

*Dev. Activities Include: Aerobics, Circuit Training, Gymnastics, Dance, Aquatics, Track and Field.

Appendix II

Are Elective Co-ed Physical Education Programs The Answer?

Derry Michael, Whippany, New Jersey

Rationale for Change

Change in methods of imparting knowledge and understanding to members of society seems to be a way of life in our profession. Educators continually are in search of a better way to stimulate young people toward self-motivation in learning. I tend to be traditionalist but I am quite willing to try new avenues to attain the goals and objectives that have been established.

Whippany Park has six full time instructors in Physical Education each having an assignment of five classes per day. Class size averages 35 although class size will change according to the activity. The students are assigned to five, forty-five minute periods of Physical Education per week.

In the past our physical education activities have been varied with a majority of team games, combatives and many of the lifetime sports, such as, golf, archery, badminton, etc. being offered on a regular assigned basis. The program was certainly quite broad in scope and all students were exposed to the activities during their school career, but there was still the feeling that improvement was needed.

The improvement objective was to create a more positive attitude among a higher percentage of our young people toward physical education. It seems to be natural for a great number of people to enjoy play and sport but increasing resistance to our channelled activity program was becoming more evident among the students. In general, people tend to do things better if given a choice or preference. The key word is choice. A plan whereby students would have the benefit of past broad offerings of physical activity and the opportunity for the individual student to select his own program was needed.

Keeping our objectives in mind the physical education staff developed an elective, co-ed program of activities. The planning, visitations to other secondary schools to observe programs, and overall interest by the staff assured organization for the change. Without staff support and a willingness to attempt new methods to achieve desired objectives, there is little chance for success.

The initial attempt for change was directed toward the 11th and 12th grade students. There was agreement among the staff to start with half of the school enrollment and if successful then to include all grades in co-ed activities.

It should be noted, however, that the 9th and 10th grade students are not on an elective basis as yet. The theory here is to require instructors in a number of activities at this level and then permit freedom of choice at grades 11 and 12.

Past experience and evaluation of our program has required change each year. We have not been satisfied with all phases of the co-ed program particularly the team sports. The ability difference, at present, has created teaching and learning problems in team sports that do not exist in the individual ones. Perhaps time will correct this situation, but at present we are concerned.

Appendix III

A Comprehensive Coeducational Program of Activity for Junior High-Middle School Youth

Prepared by faculties of Benjamin Franklin and George Washington Junior High Schools, Ridgewood, New Jersey.

A Brief History

The program has evolved over the last four years. It came about for the simple reason that the people carrying on the program felt that a coeducational program would provide beneficial outcomes in two ways. First, it would allow for much greater flexibility in scheduling facilities and staff. Second, if the point of the program is to encourage participation for and in life, it is only natural that the sexes be treated equally.

Like many other programs, our first attempts at coeducational classes began in the area of gymnastics. As a result of these early attempts, we realized quite quickly that our own fears concerning coeducational classes were largely unfounded. Our students accepted instruction quite readily in these settings and considered it an improvement to the program. The changes that have followed have come about as a result of the fact that we could utilize our very limited space to a much greater degree and that students seemed to get more out of the program.

In the fall of 1973, we began our attempts to carry on a totally coeducational program at Benjamin Franklin Junior High School. The following year we made the same move at George Washington. In both schools the first year we carried on the program with no real scope and sequence. That is to say, that we did not differentiate our program by grade levels. By doing this we were able to devote our full attention to the important task of gaining student interest without having to be quite so concerned with the details of moving equipment, and etc.

At the end of the first year in both buildings we evaluated our programs by having students respond to rather comprehensive questionnaires. The results of this research were very revealing to us and a great help in planning the programs you see on the following pages. We submit the results of these questionnaires not as a great piece of empirical research but to let you know what we learned about our own program.

Statement of Purpose

The physical education department at George Washington Junior High School believes our society and culture place a high degree of importance on participation in and the understanding of domestic and internationally originated sport forms. In one way or another the average American will come in contact with these sport forms either in a social or recreational context. For an individual to function successfully in this type of environment, a self-awareness of sport through an exposure to a wide body of knowledge concerning it is necessary. These areas of exposure must encompass the many facets of activity on an individual, dual and team basis.

Our program of physical education is geared to prepare the individual to attain such knowledge through diversified, relevant course offerings that coincide with present day trends in physical activity. By providing for the physical wants and recreational needs of today's child, we will be preparing a more healthy, viable individual to participate in a fast-paced, ever-changing world.

The ability of a person to understand and have an appreciation for total fitness is another aspect of our program. Through properly planned personalized activities, we hope to provide the individual with the knowledge that will allow him to maintain this fitness within the framework of today's society.

Lastly, through our physical education program, we hope to provide the basis for self-expression through physical activity and movement. This coincides with stimulating students' mental attitudes in terms of individual self-concepts, i.e. body image, social interaction and physical capabilities.

We feel that by providing a wide range of sequentially planned activity experiences that are relevant to today's child, we are encouraging the development of physical skills and mental attitudes necessary for an individual's education participation in and appreciation for physical activity and for a desire to participate throughout their lifetime.

Goals of the Program

(1) Students will develop an appreciation for a wide range of individual, dual and team activities.
(2) Students will be exposed to knowledge of and skills necessary to participate in a wide range of individual, dual and team activities.
(3) Students will acquire a positive attitude towards participation in a wide range of activities both in and out of the school environment.
(4) Students will develop self-awareness of personal capabilities concerning skill and fitness levels thus promoting a positive self-concept.
(5) Students will acquire skill in using their bodies and a knowledge of how they work.
(6) Students will gain an understanding of the basic principles of total fitness.
(7) Students will attain personal and social adjustment skills that form the basis for living in a democracy.

Rationale for Change

(1) To provide better utilization of facilities and staff.
(2) To provide a wider exposure to and more highly diversified experience with relevant physical education activities.
(3) To promote development of a more well-rounded and highly educated individual.
(4) To cut student-teacher ratio creating more individual attention for students, thus providing a better atmosphere for learning skills and important concepts inherent within activities presented.
(5) To provide a more meaningful program for students by presenting a limited elective system that will allow students to participate in areas of interest and prepare them for a more extensive elective program in high school.
(6) To present a better environment for the development of self-concepts, social skills, and activities participation.
(7) To provide a better basis for decisions made by individuals concerning their participation in activity outside the school environment.

Conclusion

We believe we have created a junior high school program with a definite groundwork layed, but yet flexible enough to be implemented into the entire school program. It leaves room to be creative and can easily be adjusted to contain almost any amount of skill activities either of a core or elective nature. Reviewing our major objective (acquisition of skill in physical education related activities) we believe a majority of the outcomes attributed to the cognitive and affective domains can be actualized through the primary tasks of teaching skill.

It is suggested though, since we are dealing with a limited amount of time, that the health and biology programs integrate some of their pertinent course content with that of the physical education program. In this way, a more solid, unified approach from many education fronts can be maintained to present the body of knowledge necessary for each student to grasp an understanding of the human as a whole organism. Included in such an approach would be basic theories in areas of anatomy, exercise physiology, concepts in kinesiology, etc.

We have developed a working curriculum that realizes the current situation at Ridgewood. The program was created to deal with large class situations and provide for as much individualized instruction as possible. Further, our program covers necessary course content and allows the student as much individual freedom to choose and develop wanted skill activities as time, space and staff limitations dictate. We do not feel we have created the "ideal" curriculum for all situations, but one that provides usable content relevant to the student involved in physical education at our particular schools.

Department of Physical Education
Ridgewood Public Schools
Ridgewood, New Jersey

A Summary of Research on Coeducational Physical Education

The following questions were asked of students at the conclusion of their first year in coeducational programs.

		B. F. June 1974	G. W. June 1975
(1) I felt that the areas of activity which I took this year in physical education were:	a. extremely valuable	11%	50%
	b. valuable	64%	45%
	c. of little value	24%	4%
	d. of no value	1%	1%
(2) I felt that the experiences I had this year in comparison to other years were:	a. much more beneficial	27%	37%
	b. more beneficial	61%	60%
	c. less beneficial	11%	3%
	d. not beneficial at all	1%	—
(3) As a result of being able to elect activity areas, my attitude toward physical education was:	a. extremely positive	19%	22%
	b. positive	41%	65%
	c. the same	38%	10%
	d. negative	2%	3%
(4) As a result of this year's program, my understanding of the value of physical fitness was:	a. much greater	28%	51%
	b. greater	24%	30%
	c. the same	47%	18%
	d. less than it has been	1%	1%
(5) The idea of a coeducational program in physical education should:	a. be continued	86%	71%
	b. be dropped	11%	29%
(6) A limited number of coeducational activities in physical education would:	a. improve program	45%	41%
	b. harm program	20%	22%
	c. have no effect	35%	37%
(7) If physical education were not a required course, would you elect to take it:	a. yes	50%	86%
	b. no	18%	6%
	c. yes, but not every semester	32%	8%
(8) Please rate this course in relation to other physical education courses you have taken in the past:	a. superior	23%	51%
	b. good	38%	32%
	c. fair	18%	15%
	d. poor	6%	2%
(9) Please rate this course in relation to all other courses you have taken in the past:	a. superior	24%	45%
	b. good	41%	41%
	c. fair	23%	11%
	d. poor	12%	3%
(10) Please rate this course according to the degree of relevance you see it having upon your life:	a. very relevant	46%	31%
	b. relevant	40%	62%
	c. not relevant	14%	7%
(11) To what extent did this course meet your needs as an individual growing up in today's society:	a. to a large extent	29%	33%
	b. to some extent	50%	54%
	c. very little	16%	10%
	d. not at all	5%	3%

Appendix IV

THE IMPLEMENTATION OF A TITLE IX HEALTH AND PHYSICAL EDUCATION PROGRAM AT TWO NEW YORK CITY HIGH SCHOOLS

by Michael Moskowitz, Assistant Principal, Health and Physical Education, Stuyvesant High School, New York, New York; Sid Shulman, Assistant Principal, Health and Physical Education, Norman Thomas High School, New York, New York

At two of the high schools in New York City, Title IX presented special problems. Stuyvesant High School, traditionally an all boys school, was faced with the problem of providing an instructional program for the girls who had been recently admitted. The student population at Norman Thomas High School is 85% female and 15% male. The two high schools previously had traditional sex segregated programs.

The process used and problems encountered in developing a co-educational physical education program to comply with the provisions of Title IX may serve as guidelines for those secondary schools seeking a viable solution to the mandates of the law.

Using the resources and guidelines of the Center for Health and Physical Education the task was begun at each of the respective schools.

SURVEY

The initial step at both schools was to conduct a survey of existing facilities to determine the varied activity areas which could be utilized for programming. In addition, other potential sites in the school such as the auditorium stage, cafeteria and under utilized storerooms were considered as alternative instructional areas. Of major concern was the elimination of past philosophy which identified separate boys' and girls' gymnasiums and classes.

At Norman Thomas High School separate gymnasiums were established for team sports, gymnastics, lifetime sports and modern dance. At Stuyvesant High School the identification of separate gymnasiums was accomplished with custodial assistance, curriculums were revised and selective courses were offered for the first time.

PROGRAM

Realizing the need to offer a wide variety of activities so as to meet the varied needs and interests of all the students, the following programs were implemented at the respective schools.

Norman Thomas High School

A selective co-educational program was developed.

All incoming students are required to take an Exploratory Physical Education course designed to introduce fundamental skills in a variety of activities including team sports, lifetime sports, gymnastics and dance.

Upon successful completion of the exploratory course, students can then select beginning courses in life-time sports, modern dance, team sports, gymnastics, wrestling-circuit training, folk and square dance or slimnastics.

Advanced courses in each of these respective areas are also offered for those students who have successfully completed the beginning course.

In addition, an Adapted Physical Education Program and a Leaders Course are offered for selected students.

Stuyvesant High School

Activities are scheduled on a three year cycle to insure program continuity. The curriculum includes softball, track and field, gymnastics, basketball, football, volleyball, individual lifetime sports, and soccer. For the first time selective courses (in lieu of the above mentioned required program) in wrestling and dance are offered to seniors. Students are programmed without regard to sex for all physical education classes and both boys and girls assist each teacher as part of the Leader's program.

PROBLEMS

One of the major problems encountered was to change the traditional role of the teacher who had been teaching sex segregated classes. There was a great deal of apprehension about teaching co-educational classes. In addition, many of the teachers (because of their professional training) were not conversant with several skills and activities of the opposite sex. This was especially true in gymnastics.

To assist teachers in improving their instructional skills, curriculum and resource materials were made available, interclass visits were encouraged and departmental conferences geared to the teaching of various activities were held.

Another problem was that some students, traditionally programmed for sex segregated classes, were initially fearful and uncomfortable about having co-educational physical activity.

A major point in developing these programs was to make sure that teachers did not inadvertently discriminate, and they were urged to be cognizant of individual differences.

Instructional techniques, game rules and tests were modified to meet the needs of all the students.

EVALUATION

Although the programs at Stuyvesant High School and Norman Thomas High School are in their initial stages of development and implementation, the overall response has definitely been positive:

1. Student participation, preparedness and involvement in the program has increased.
2. The tone of the classes is at a very high level.
3. The teachers seem to be rejuvenated about learning new skills and techniques to meet the needs of the new program.
4. There is greater peer teaching present and students are eager to assist each other.
5. Although it is difficult to measure objectively, there appears to be greater development in those commensurate areas of physical education that have long received lip service: social, emotional and mental development.

As teachers and administrators of health and physical education, we are extremely pleased with the dimensions and potential that Title IX has created in our subject area.

Appendix V

HEALTH AND PHYSICAL EDUCATION NARRATIVE JOHN HANDLEY HIGH SCHOOL WINCHESTER, VIRGINIA

Health and physical education at Handley High School is a required subject for students in grades 9–12. The school enrollment consists of 1158 students and 9 full-time instructors.

The instructional period is held daily for fifty minutes. Students in grades 9 and 10 alternate weekly between health and physical education mini-courses. Students in grades 11 and 12 are not required to take health. Emphasis is placed on life-time sports and other leisure-time activities.

The physical education curriculum is currently being offered to students on the basis of the mini-course elective approach. Students in grades 9–12 may elect from a choice of fifty-three (53) courses provided by the department based on the students' needs and interests. The present staff and facilities have also had a bearing on the course offerings.

In addition to using every available space at Handley, the department has sought and acquired the use of community resources in order to facilitate the total program. Several examples of the use of community resources can be cited. The city pool was used for swimming, Northside Bowling Alley provided their facility for the bowling classes, and use was made of the golf driving range and the city tennis courts.

Realistic experiences are provided whenever possible to enhance the course offerings. A weekend camping experience climaxes the outdoor education course, a trip to the rifle range to fire live ammunition and high-powered rifles complements the riflery course, and ski trips to nearby Massanutten for the ski classes are a few of the experiences the department provides for its students.

Under the present curriculum, students are scheduled for physical education by grade levels. The department assigns students to a base teacher who in turn acts as an advisor to that student for the school year. The department handles all the scheduling for electives, teaching stations and teacher assignments. Instructors as well as students are given preference as to courses they enjoy teaching and feel most competent to teach. All courses are being taught on a co-educational basis.

Approximately forty percent of the instruction is by team teaching. Team planning is used extensively in providing the best instruction possible at all levels. This is not to say that there is little individualized planning. The team effort is used primarily to complement, coordinate and correlate all facets of the learning process. All types of group instruction are used. Even within a large team taught class, small group work is used extensively to facilitate individualized instruction.

Evaluation of student progress becomes the responsibility of both the teacher and student. Students are taught to self-test in areas where this is feasible and to assist in evaluating fellow students and the instructional program. A uniform grading system is used by the department.

The department has made available to teachers and students a small but workable resource center. Housed in this area are books, magazines, records, loop films, film strips and cassette tapes. Audio-visual equipment with which to use these non-print resources is made available.

The current program has been designed to meet the needs of every student at Handley. The adaptive and special education students have been mainstreamed for the first time this year.

Appendix VI

ALEXANDER HAMILTON HIGH SCHOOL December, 1976

Hamilton High School is located in West Los Angeles on Robertson Blvd. near the Santa Monica Freeway. The community is largely middle to upper class and is composed of ethnic mixtures: Jewish, Black, Hispanic, Other. The school population of 1800 breaks into approximately 43% Minority (33% Black, 10% Hispanic and Oriental). Hamilton has been frozen for 5 ½ years with no permits. There are 92 teachers on the staff.

The physical education department consists of 3 men, 4 women and 4 out-of-department coaches. The physical plant includes 2 gyms (North and Klein—not girls and boys), 1 weight room, 1 corrective room, 2 fields, 1 track, 4 tennis courts, 6 outside volleyball courts, 6 outside basketball courts, and a small archery range.

Three years ago as part of a Staff Development Program to Update and Revise Curriculum, Hamilton started co-ed physical education classes. Two years ago the staff combined into one department with co-chairpersons. Department reactions were mixed at the start with one staff member strongly opposed to the change, several strongly in favor and the rest open minded to try it.

Hamilton is a pilot school in many areas. This year we are developing a RISE program to meet individual needs with innovative programs.

The success of implementing co-ed classes is dependent upon:

1. Strong administrative support (*even insisting*) that such classes be offered to all students.
2. Cooperation between chairpersons.
3. Equitable sharing of funds and facilities.
4. Free exchange of ideas and problems at regular department meetings.

Personnel resistance can be the biggest problem—resistance to changes, fear of losing funds and facilities, lack of preparation and planning and lack of communication. These are the factors inhibiting implementation of a co-ed program.

It is important for all staff to accept that all facilities and funds belong to the entire department. There is no "boys" gym, no "girls" corrective or dance room, etc. Such feelings, if they exist, need to be openly discussed at meetings and the department, through a give and take process, agrees to disagree and to function as a unit.

Mrs. Jimenez, principal, has been a believer in the co-ed program long before Title IX was in existence. She feels the gradual implementation through staff development to be a plus factor. Many schools are now faced with abrupt change causing some hostility. Mrs. Jimenez states "involve every person in the planning and executing and even in disagreements, agree to disagree agreeably as a functioning department. There have been great outcomes in the past few years. Rarely do we have behavior problems in physical education now and there are meaningful lifetime carry-over activities for all students.

"Hamilton High School has elective P.E. for all 1–12 grade students. Students may elect to take two classes or none at all. Each year we try to add new activities. The most recent is noon activities—highly successful, several hundred students playing tennis, football, volleyball, basketball, etc. This counts as a class period for one teacher. Last year the new class was surfing.

"Our biggest need is for an answer to reinstating off campus classes such as bowling, skating, horseback riding. We carried them for one year after the legislative ruling prohibiting charging for class; this was done through IMA funds. Now all classes requiring a fee are deleted from the program. Somehow through the legislative process we sure need to solve this problem. Elective P.E. means that we must have a broad range of activities."

Pat Kuhl, athletic director, Don Threatt, chair of physical education, at Hamilton High School, Los Angeles

Appendix VII

The questionnaire below was used by the Campbell Union School District to ascertain students' wishes for sports participation, both as to preferred activities and frequency of meets.

CAMPBELL UNION SCHOOL DISTRICT MAY, 1976
STUDENT ATHLETIC INTEREST SURVEY FOR AFTER-SCHOOL SPORTS
FOR SEVENTH AND EIGHTH GRADE

The School District wishes to know about each student's interests in participating on after-school athletic teams.

CHECK ONE:

1. Grade Level
   - ____A Sixth
   - ____B Seventh
   - ____C. Eighth

2. Jr. High Attendance Area
   - ____A. Blackford
   - ____B. Campbell
   - ____C. Monroe
   - ____D. Rolling Hills

3. ____ A. Female
   ____ B. Male

4. Did you go out for any school sport this year? (7th & 8th ONLY)
   - ____A. Yes
   - ____B. No

5. Please indicate your interest in after-school sports.
   - ____A. Very interested.
   - ____B. Not interested.
   - ____C. Not sure.
   - ____D. Very interested, but I have work at home or other activities and cannot stay after school.

6. Check the sports you would like to play. (Check *no more than six.*)
   - ____Basketball
   - ____Cross Country Running
   - ____Flag Football
   - ____Gymnastics
   - ____Soccer
   - ____Softball
   - ____Paddle Tennis
   - ____Track and Field
   - ____Volleyball
   - ____Wrestling
   - ____Other _____ (Please fill in)

   _____ (Please fill in)

CHECK ONE:

7. ____A. I would like to play *3 or 4* games a season.
   ____B. I would like to play *5 or 6* games a season.
   ____C. I would like to play *7 or 8* games a season.
   ____D. I would like to play *9 or 10* games a season.

8. CHECK ONE: (A sport includes practice and games or meets.)
   - ____A. I would like a sport to be two nights each week.
   - ____B. I would like a sport to be three nights each week.
   - ____C. I would like a sport to be four nights each week.

9. My feeling about athletic competition between schools more nearly is: CHECK ONE:
   - ____A. Schools should promote all athletic activities possible.
   - ____B. Schools should sponsor only a few sports.
   - ____C. Schools should not be involved in any after-school sports activities.
   - ____D. I don't care.

Appendix VIII

A Junior High School Gets It Together

Linda Aldrich and Veramae Ziegler, physical education teachers, and Robert Bailey, principal, Glenview Junior High School, East Moline, Illinois

We've got it all together in the Glenview Junior High physical education department! Boys and girls together; seventh and eighth grades together; as many as a hundred students together and four teachers are together in one class period.

Our traditionally oriented school has developed an unusual program implementing Title IX regulations.

It was August 26th, just two days before school opened, when the physical education department of Glenview sat down to discuss Title IX standards and develop a new physical education program. As they met they had to consider the number of teaching stations, the number of students, the curriculum of both the physical education and health classes, and the special abilities and backgrounds of the staff.

The basic ingredients are 815 students, six teachers, two classrooms, two indoor and two outdoor physical education stations. All teachers teach both physical education and health. Needs were for a man-woman team in order to cover the locker rooms and showers. There are two health stations so this necessitated a two, not a three way, split of students. Cross grading also became necessary. Thus came about the most positive thing we have: teaming of four people in the gym. We arrived at a multi-instructional, cross-graded, dual curriculum that is succeeding beyond our wildest dreams.

The classes were divided into three main divisions which are called "A", "B", and "C". Each of these was divided into two sub groups. We then had A-1 and A-2, B-1 and B-2, C-1 and C-2. Using these divisions we have two sections (four groups or classes) in the gym and one (two groups) in health. This provided a rotation of health one day, gym two days. Then the cycle would begin again (See Chart 1). This pattern provides 20 days of P.E. and 10 days of health in each six week unit.

Approximately 150 students meet in each time slot. The physical education teachers divided them into the six groups primarily by alphabetical order. The classes each had a fairly even distribution of boys and girls. Class size was controlled and this method allowed for student changes when necessary within a class hour without disrupting the rest of the student's schedule.

The next step was to establish the curriculum best suited to use of personnel in meeting the needs of the students. Variation in staff backgrounds were now recognized. This diversity is a real asset. One teacher has worked with behavioral disorders; another has coached girls' sports in a community program; others have taught summer school; one teaches swimming, another ballet; others have backgrounds in science, math, and elementary school; still another worked with gifted children and behavior problems. All of the teachers have had classroom as well as physical education experience.

The initial program of the department was outlined in units of six weeks. The units were written by teams of three teachers. At the end of six weeks the teams alternated their schedules: if a teacher was teaching "1's" the first six weeks, then the second six weeks that teacher would have "2's". Using this method students have a new teacher each six weeks in health, and preparation time per teacher is cut to allow greater in-depth teaching. The latter was essential since time was at such a premium.

Cycle 1	Health	P.E.	Health	P.E.	Health	P.E.
Day 1	A	BC				
Day 2			B	AC		
Day 3					C	BA
Day 4	A	BC				
Day 5			B	AC		
Day 6					C	BA

To plan a smooth, well organized physical education program which would effectively cope with meeting classes that changed in 50% of their student content each day (see Chart) was a difficult task. The first day both sections (B-1, B-2, C-1, C-2) as seen on the Chart would have the same lesson. The second day, the first lesson plus a second lesson must be presented since now groups A-1, A-2 as well as C-1, C-2 are in the gym. On the third day A and B are together for a second lesson.

The team approach allows great flexibility. The principles of reinforcement through review can be used with one section helping the new section in the learning process, or, if review seems unnecessary, one teacher can move on with the first section or a portion of the first section while a second teacher works with the rest of the class. The students are able to get the skill and then move on. It is somewhat similar to the ungraded classroom. The year is proving that it is possible and good to set a program and then be flexible enough to change it as needs demand.

A continual re-evaluation takes place in the program. Having seventh and eighth grade together means that the program must be planned for a two year cycle. Areas were appraised that should be completed in one year and those that should be taught in a spiral program over a two year period.

The first year physical education program includes six units written for a six week time span:

(1) Speedball
(2) Flickerball
(3) Volleyball
(4) Dance and Ropeskipping
(5) Apparatus and Tumbling
(6) Pingpong and Softball

The first year health program includes units on:

(1) first aid;
(2) diseases;
(3) nutrition;
(4) drugs;
(5) body systems.

Much of the present program is on a trial basis and subject to change. Initially insufficient time was allotted to dance. The rewritten schedule includes six weeks of dance: four weeks of Folk Dance and two weeks of Square Dance. The second year will reverse the time allotment. The decision was based on the skill of the students.

Since ropeskipping was deleted from unit four, it has been added to unit five on a trial basis with three weeks of tumbling, three weeks of apparatus, and three weeks of ropeskipping.

Unit six in the Spring of the year called for programmed activities when inclement weather forced the classes indoors. A similar program was used in the Fall when cold weather created the same situation.

The plan for a two year program should be completed by June. There will always be reevaluation and continual change as the need arises for there is nothing stagnant about this program. It is alive and growing.

Appendix IX

Operation Awareness

By Dennis Etnyre, Director, Upper Mississippi River ECO-Center (Title III, ESEA)

Forty-six girls and boys, freshman through senior students at two Carroll County, Illinois high schools, have now completed a challenging new addition to the high school curriculum.

Titled "Operation Awareness," these courses are now in their second year of implementation. They are co-educational canoe-camping-study courses which though held early in the summer vacation period, pay academic credit. Planning grew out of a cooperative idea between the staff of the Upper Mississippi River ECO-Center (a Title III, ESEA project) and Jerry Peterson, a Thomson High School biology teacher who also conducts courses in outdoor recreation.

Canoe-camping expeditions are, of course, not new but most of those we had heard about involved either traveling north to the Quetico region or to the well-known canoeing rivers of Missouri or Wisconsin. What we proposed to do was to plan a course, locally, to eliminate a good deal of the travel and rental expense and to show the continuing value of such a course. The more we thought about it, the more we said, "Why not here?" Carroll County borders on the Mississippi River and there are abundant backwater areas that could easily and safely be explored.

As planning began, Operation Awareness already had a few things going for it:

1. The ECO-Center had camping equipment available from its camping program;
2. Jerry had a terrific background in scouting;
3. Tremendous input and guidance were given by Charles Little of Woodstock High School;
4. Additional canoes could be borrowed from another Title III project;
5. Thomson faculty members Mike Highland and Bruce Floyd were willing to serve as resource instructors.

From the onset we wanted to involve students in all aspects of the decision-making. To accomplish this, several evening meetings were held prior to the course. Students did all meal-planning and purchasing.

Purposes and objectives were developed from these goals and plans were approved by the Board of Education. Beside certain required study areas, students were required to complete by choice one work project and one environmental impact study.

The total cost per student 1st summer was $12. This included food, insurance, and supplies. This summer's course, which covered rental and purchase of canoes, was $20.

There are, of course, many problems and difficulties in organizing a course of this type, but it is of primary importance not to turn the kids off with too much structuring; learning by experience comes naturally and is more memorable for that reason.

The course involved one day of instruction with four days and three nights of living, learning, and working in the outdoors.

The goals of the course were divided into these areas:

1. To acquire knowledge
2. To acquire outdoor living skills useful in an increasingly leisured society—recreation, first aid procedures, compass-reading, responsible decision-making, consideration for the wants and needs of others
3. To promote involvement in a conservation work project
4. To provide students with an opportunity for social, emotional and physical growth through group living

Though itineraries and fortuitous experiences varied with each course offered, a report on the first session may be considered typical:

The first day of study included: a session on the historical significance of the Mississippi River and man's effect upon it, instruction in outdoor skills (a run-through on the proper use of equipment), a session on first aid and safety, a session on making environmental impact studies and, probably most important, goal-setting and decision-making by the students. From the start, the instructors intended to do less and less decision-making as the courses progressed.

The first day was completed with the purchasing and packing of the food supply.

The next day the course started with a backpack through Thomson and a quarter-mile portage of canoes to Potter's Marsh where some group instruction was given in correct procedures in canoeing before shoving off. Members in each canoe pair were responsible for their own packs and for some group equipment. Incidentally, each canoe pair was purposely boy-girl which led to some interesting situations. I might add that the girls more than held their own. A camp site was set up at the Public Use Area and later expeditions were made to study the marshland and adjoining sand prairie. Students also work on an environmental impact study of the development of Potter's Marsh into a public camping area by the Army Corps of Engineers.

Evening activities included a night hike and an hour "solo" back in the marsh. The following morning and after an early roust a bird hike started the day's activities. Following breakfast, the group packed and headed for U.S. Lock and Dam 13, about six miles away.

Packing sessions at times were quite frustrating as instructors sat back and waited until everything was loaded and tied properly. Early on, this was quite time-consuming but the situation soon improved.

The new camp was set up and then a short portage was made to Johnson Creek. Here the group followed the creek until it entered the Mississippi. One interesting note is that we were on the river during a high water stage so that after reaching the mouth of the creek we could paddle back through the trees on a flood plain.

Thursday morning a major decision was reached (we still wonder who instigated it). We headed up Johnson Creek for the Center's 80-acre Bluffville Outdoor Education Site. To cover this distance of an estimated ten to fifteen miles it actually took eight hours. Much of the way the meandering creek was just too shallow to make much progress paddling, and just deep enough to make wading difficult. Many ingenious propulsion methods were experimented with including impromptu sails, barge tows, poling, and others. We did make it to Bluffville in time to set up camp before dark and have some fun. The challenge had been met by perhaps the only people ever to canoe up Johnson Creek.

The final day at Bluffville was spent working on a conservation project to improve the site, and readying our equipment for backpacking into Thomson, a distance of about four miles.

Much of what the students gained from this activity could be measured

not only in terms of acquisition of new knowledge about their environment, but also in social and emotional growth. Some, for the first time, had to learn to make real decisions that affected themselves, and they had to work with others to achieve personal and group goals. The course presented a challenge in which many found out a little more about themselves and about peer interaction.

But a gain of knowledge about area recreational opportunities was a real plus, too—one that should continue to be of value to these people if they continue to live in the area or if they eventually settle elsewhere. Acquisition of skills in canoeing, backpacking, camping, exploration, and other vistas for future enjoyment of their environment will, it is hoped, be lasting ones.

Appendix X

RESULTS OF STUDENT EVALUATION Buckeye Jr. H., Col., OH

TOTAL NO. 107
UNDECIDED 20
NO 11
YES 76

COMMENTS PRO

1. Gives chance to work with the boys
2. Get to know each other better
3. Things are more fun with girls in class
4. So we can prove boys can't outdo girls most of the time
5. It makes gym more fun and girls can compare with guys
6. Have more of a variety with the boys
7. You can do more
8. Get to know what other people can do
9. I try harder
10. Opportunity to see each other in equal games
11. It's a challenge
12. More exciting
13. Get ready for life on campus
14. "They can help you"

COMMENTS CON

1. I feel boys can do better at most, but not all things
2. Doesn't give us much of a chance to do anything else
3. Embarrassed to get dressed
4. Don't like getting dressed

ADVANTAGES

1. Play some harder sports
2. Boys can help you—girls can teach boys
3. Learn to get along better
4. More variety of things to do
5. Girls and guys come out of shyness

PROBLEMS

1. Boys yell at girls
2. Make fun of you
3. Boys think they're better than girls
4. Don't feel comfortable

XI
Reprints from Update

Changing Times in Physical Education

Excerpts from an article in the April 1974 *Update* by Marjorie Blaufarb

We are entering a period when the possibilities for change in the teaching of physical education, and in the administration of physical education and athletics programs, will be tremendous. Title IX of the Education Amendments Act of 1972 makes sexual discrimination in schools illegal. It addresses itself to all areas of education, and to all phases, from kindergarten through graduate school. In respect to physical education it will call for sexual integration of instructional programs. The boys side and the girls side will be ending in a few years as schools bring themselves into line with the law.

It is not possible at this time to write about physical education and to report on programs without mentioning the implications of Title IX. It could be the cutting edge for many positive changes in programs and teaching methods. Once we all get used to the idea that as students lead sexually integrated lives at home and in all other school departments, there is really no good reason why they should be segregated in physical education classes, integration will move forward quickly.

A frequent complaint about some members of the profession is that they have a "throw out the ball" philosophy. They don't keep up with the trends and they don't prepare properly for classes. One could really get into trouble with that philosophy in integrated physical education classes. But a coeducational situation could provide many positive reinforcements for the conscientious, imaginative teacher.

Lucille Burkett, director of health and physical education for the Shaker Heights public schools, and chairmen-elect for the Physical Education Division, gave me a guided tour of several schools in the Cleveland, Ohio, area.

The Shaker Heights public schools have moved into a coeducational program in physical education which works pretty well. We also saw a coeducational program at Lincoln West High School in Cleveland. Other schools visited still have the traditional two departments.

Lincoln West High School, Cleveland, Ohio

Lincoln West High School is a newer school with good facilities. The physical education program is coeducational and Cy Waffen, chairperson, and Peg Palumbo, teacher and coach, to whom we talked, see no problems in this. As the program is elective, students still choose some courses rather than others on the basis of sex, but this would always be the case, one suspects. The school draws on a highly mobile population with a larger than usual admixture of Puerto Ricans, blacks, and other ethnic minorities. The main problem with girls' interscholastics is staff load.

Shaker Heights High School, Shaker Heights, Ohio

In Shaker Heights we were able to visit the high school, one of the junior high schools, and a private girls school. Shaker Heights is one of those systems that have been the pride and delight of parents who felt that the high taxes and high cost of buying a house in such a suburb were well worth the effort because of the high quality of education their children received. The major change has been in the attitudes of the children, one suspects. They are not all so willing to make good use of their opportunities as they once were.

There is a nice atmosphere in the schools and good rapport between students and teachers. Lucille Burkett instituted an elective program in the high school physical education department when she first came to Shaker Heights 22 years ago. Now the schools have moved into a coeducational program. We saw coeducational basketball, fencing and swimming classes. Dorothy Hill, department chairperson, told us that ten activities are scheduled in each grading period and students may choose. Boys and girls have a choice of sports in intramurals and interscholastics. In addition a synchronized swimming show, and a dance show are put on annually.

A Successful Experiment in Coeducational PE

Marjorie Blaufarb, *Update*, November 1974.

So you think that coeducational physical education just can't work—that there are too many bugs to work out and the problems are insuperable. It just isn't so. Some people have undertaken coeducational programs because they *wanted* to—and it works. In the April *Update* we reported on what is happening in the Shaker Heights (Ohio) School district's successful experiment, and now we have another to write about.

The school district of Warwick, Rhode Island, had been pressed for space, according to Andrew McGowan, the director of physical education and athletics. Some schools were on double shifts with all the problems that arise from such a situation, but in 1972 a new complex of high school, junior high school, and elementary school was opened.

Toll Gate High School, Winman Junior High School and Drum Rock elementary school are built on a hillside, within sight of each other, but quite separate. Even in May, there was a good breeze blowing and fortunately it appears to have blown away some prejudices.

When the new Toll Gate High School facility was ready for use and the staff selected, they discussed their new situation and decided to take advantage of a new site to make a break with local tradition and have a coeducational physical education program. It has worked for them and they now say they could not contemplate going back to the traditional boys side and girls side.

Sometimes people say that this kind of program can only work in a homogeneous community, but Toll Gate has a school within a school which brings in a different element. The school was built to accommodate the county vocational high school in its facilities and these students are bussed in from outside the Warwick community that Toll Gate was designed to serve. All classes for the vocational high students are completely separate from the Toll Gate classes except for physical education.

Some of the problems so often mentioned don't seem to have arisen—or if they did and they were handled administratively and the solutions have worked. I refer to the question: "What about the locker rooms if one teacher is teaching both sexes?" This feminine writer did not enter the boys locker rooms, but there were no evidences of mayhem in the girls locker rooms. None of the faculty to whom I spoke mentioned locker rooms as a problem.

Students have an elective program within the physical education requirement. Therefore, classes are not composed equally of members of both sexes. Depending on interest and ability, there are wide variations in numbers. Enthusiasm is high and morale is good.

The Winman Junior High School faculty also chose to have a coeducational program except for wrestling. According to Sarkis G. Kojian, the department head, scheduling in the school is so tight that classes have every possible combination of grades 7–9. The coeducational approach here goes along with team teaching, elective minicourses, weight training, and flag football for girls.

In a report he wrote for the Rhode Island AHPER newsletter, Kojian articulated thoughts expressed by his colleagues at both the junior high and high school levels. Teachers have deduced that the girls learn and perform at a much greater rate than before. First, they set higher attainment goals, from competing with better performers, and second, perhaps they have better examples to imitate when practicing for mastery of skills. On the other hand, the boys also perform well; there is no evidence that they are held back. The teachers say they would never willingly go back to the old separate boy-girl program.

In addition to Andy McGowan, system director, at Toll Gate we saw Bill Bixby, department head, Jo Callahan, and Gail Davis. At Winman we talked to Sarkis Kojian and to Diana Rancourt.

Pennsauken High School, New Jersey

Marjorie Blaufarb, *Update*, April 1977.

Pennsauken High School is about 16 years old and has 1,700 students. It is the only high school in an old suburb of Camden, New Jersey. There are many small factories in the town and many students come from blue collar families but the student body pretty well covers the social spectrum from well-to-do professional families to families of workers who have lost jobs during the recent economic setbacks. The school is on the outskirts of town so all students are bussed.

The faculty at Pennsauken began discussions on possible changes long before the new program was actually instigated. And one traumatic element was absent. Mary Levin, department head, had held that position since the school opened so that there was no question of anybody being displaced. She continued to occupy her usual chair. There had been one department but now classes were sex integrated. In addition, she seems to have the primary personality traits for success in this kind of endeavor. She is a positive, self-reliant individual with confidence in her own professional judgment. She has the confidence and support of her principal, Richard Keidell, and of the school board.

Before going into this program, the concept and curriculum possibilities were studied for a year and a half. Some of her colleagues were sure it wouldn't work. Some still don't much care for it but all cooperate. When at state association professional meetings she began to talk about their plans, she got the same story from many people there too.

There is a New Jersey state requirement that every student shall take and pass three years of physical education in high school. And in this school there is a school requirement that all students dress for physical education.

Levin says that a great plus for her has been that all faculty members are concerned about children and most teachers are experienced. The athletic director is part-time in physical education—9½ teachers can be utilized in the program.

By using three gymnasiums, the universal gym, and a hallway for social dance classes, they are able to have five teaching stations in the winter quarter. At other times of the year when they are able to use their excellent outside facilities, the variety of offerings can be more numerous and more teaching stations set up.

Any student may elect any course and the curriculum is set up as follows:
First quarter: physical fitness program testing, archery, soccer, tennis, flag football. (senior-junior health education.)
Second and third quarters: basketball, volleyball, tumbling, social dance, self-defense, universal weight training, street hockey, paddle ball, ping pong. (10th grade health education.)
Fourth quarter: archery, badminton, golf, tennis, track and field, softball, European team handball, lacrosse for women, lacrosse for men, and roller skating (at rink).

Students take four days every week of physical education with the period on the other day being spent in study hall. Teachers teach the classes five days, but the fluctuations for youngsters going to study hall keep the numbers manageable in classes.

This curriculum was set up before the final Title IX regulations were published and no effort was made to see that equal numbers of boys and girls were in each class or section. This is not required by Title IX, which only requires that each individual have an opportunity to participate, not that you run the student body information through a computer and come up with exactly equal numbers of each sex in each class and period.

During my visit to the school I observed several girls come to Mrs. Levin to ask for permission to switch from one class to another—a volleyball class. They had permission from the class teacher and were allowed to switch. In fact, until these girls changed from the predominantly female gymnastics class, this volleyball class had been all male. Later when I visited the class, they were completely integrated into the group and having a good time.

There is no swimming pool in the school but there is a swimming team and about 100 high school students work with junior high and elementary physical education teachers every spring to teach swimming to younger children. This is a voluntary program.

I asked about whether any parents had objected to the sex-integrated program when it was first instituted. Levin said that there had been a few grumbles but that she and the physical education faculty had focused on getting the students motivated and got the children to fill out questionnaires so that they felt they were a part of the planning. The students then worked on the parents.

Now, one week before the end of every marking period, preparations are made for the changeover. The students indicate which day is their study hall day and which activities they wish to take in the next quarter. They give two choices and if they are unable to take the first choice on any occasion, it is understood they get first choice in the next quarter.

The students score well on the AAHPER Youth Fitness Tests. A major evaluation of the fitness of students will be done at the end of this school year.

It is evident from the foregoing that the ingredients that make this program work are careful planning, attention to detail, flexibility and the willingness to listen to students, and the personal interest and attention of the teachers. They are backed up by the principal and the school board, but the teachers are in the gymnasium and on the fields with the students and, in the end, it is through their efforts that the program works.

MANAGEMENT STRATEGIES for Implementation of Title IX

Marjorie Blaufarb, *Update*, February 1977

This article is based on a presentation made at the 1976 National Management Leadership Conference for Administrators of School HPER Programs held December 5–7, 1976, Wakefield, Massachusetts.

At various times I have read many books on management carefully. On one occasion I read all the literature distributed at a Harvard Business School Management Course. I had the idea that I might discover some golden rule that would enlighten my thinking generally and make me a management whiz.

I didn't learn how to perform any miracles—what I did learn from all that reading is that there is no golden rule. Each problem must be approached as separate and discrete. On no account can we assume that because an approach is spectacularly successful in one situation it can be used without change or thought in another situation. There is no substitute for common sense.

Successful management means to individualize problems and cures, to respond quickly but after due consideration, to make certain one is fully informed and that those above and below in the pecking order are also well informed, and then to act—and don't be intimidated by the complaints that are sure to arise.

In a chapter on problem-solving in the AAHPER publication *Personalized Learning in Physical Education*, Perry B. Johnson of the University of Toledo talks of the rationalizations typically used to avoid or retreat from problems. He gives some classic examples which are applicable to the problem we are approaching today:

Claim that no one has *the* answer; that lets you out of having *any* answer.

Say that we must not move too rapidly. That avoids the necessity of getting started.

Say that the problem cannot be separated from other related problems; that way how can you be responsible since there are so many problems to solve before you can solve yours?

Rationalize the status quo—much can be said for it, so why change anything?

Put off action until every related or possibly related problem has been definitely settled.

Many of these rationalizations are just the ones that are being used in some places to delay facing the problems connected with the implementation of Title IX, and the results of the delay are frequently to aggravate them.

With this in mind I would like to suggest that we take a look at the implementation of Title IX as another management problem to be considered and solved.

The first essential ingredient of a successful strategy is to have a positive attitude oneself. This positive, determined attitude alerts everybody to the fact that a series of ifs, ands, and buts is going to be futile.

If it is at all possible, involve teachers in revising the curriculum to meet the requirements. I had an opportunity recently to talk to an assistant superintendent for curriculum who, upon assuming a new post with what he believed to be a mandate for change, commenced operations by asking each subject matter area faculty from throughout the system to attend meetings to design a model curriculum. The physical educators came up with a coordinated, progressive, sex integrated curriculum for K-12. They were proud of it and it had been a good intellectual exercise for them. But they hadn't realized that the next step would be to put it into effect. When they did get the picture some of them weren't happy. One fifth grade teacher said, "I suggested folk and square dance for 5th grade, but I don't know how to do it. I just think it's probably a good thing."

"Of course," he was told by his positive and enthusiastic boss, "and it's only March now so you've time to take a course and be ready to include it in your classes next school year."

You may think this was high-handed, but it worked because one person in the right position to make decisions knew what he wanted.

A staffer from HEW, giving evidence recently at hearings on the Federal Privacy Protection Study, said that his agency is encountering a "major systemic public administration problem—the unwillingness of those affected by the law to exercise discretion and make decisions." He suggested that what is needed is for people to use "a blend of common sense and good faith effort."

This complaint and the solution could also be applied to Title IX. Many administrators have been reluctant to use their common sense in interpreting the regulations, whether as a delaying tactic similar to those I mentioned earlier, or for some other reason. When this occurs, teachers, parents, and students get the idea that there is no urgency and the delay can become paralysis.

Nobody in Washington can make decisions for all the more than 16,000 school systems in the United States. Congress makes laws and the appropriate agency interprets the laws through regulations, but on a day-to-day basis, administrators are the accountable people. *Within the limits of the law* you decide what the curriculum in your schools shall be, how the schools shall be staffed, and what the emphases will be.

On the question of staffing, one strategy might be to get out the personnel files and look again at each teacher's background. What experiences have they had that will be helpful in the new situation. Perhaps it is worthwhile to send out questionnaires asking about sports experiences, college credits, and hobbies. A teacher who is making threatening noises about having been hired to teach one sex or the other, as I hear some of them do, but who is enthusiastic about some particular activity, such as mountain climbing, outdoor education, or orienteering, might have a very different attitude if asked to design and teach such a curriculum for boys and girls in 11th or 12th grade.

In general, it may be useful to get teachers and others to sit down and examine their abilities and performances for themselves. If it is decided to send a questionnaire, for instance, it would be helpful to send two copies so that an individual could use one for a personal evaluation. An open-ended question about whether an individual would like to attempt something that is not now possible might bring surprising answers.

In personnel practices, a prime ingredient for success is to allay the fears of individuals of both sexes that Title IX will make people lose their jobs. There are the same number of children to be taught whether males and females are taught separately or in integrated classes, and that should require the same number of teachers. If slots are lost it is for some other reason than sex integration.

Several statements have been issued by the Office of Civil Rights to the effect that compliance with Title IX is not a signal for teaching and coaching staffs to become one sex. Title IX was modeled on Title VI of the 1964 Civil Rights Act. Under that legislation, which was aimed at ending race discrimination, court suits were brought and decided indicating that the numbers of individuals (in that case blacks and whites, in this case males and females) should remain roughly proportionately the same.

One personnel problem that is causing trouble in many places has to do with coaching pay. An equitable method of handling the discrepancies in stipends must be devised. There are many good models existing in all areas of the country.

Some of the most successful sex-integrated physical education programs have succeeded because of the need to meet a specific challenge, like moving into a new building or a previously single-sex school admitting members of the other sex. A possible strategy with Title IX might be to present it as such a challenge and to involve teachers in preparing the curriculum and working out the use of facilities to meet the challenge. You are all aware how helpful it is for people to have some sense that they are determining their own fate. Therefore, to approach it from the point of view that it is a challenge—something we did not seek but which is for the general good and we intend to make it work with *your* help—gives them a sense of involvement.

The same approach would be strategically possible and successful with students. One of the requirements of Title IX is to consult students on what sports activities they prefer. Having briefing sessions with classes to explain the purpose of your inquiries, the resources in staff and facilities available, and your desire to upgrade the program *for them*, might bring more realistic and carefully considered responses than a general questionnaire which seems to indicate either that the sky is the limit, or that there won't be any changes anyway.

In introducing youngsters to sex-integrated classes, explanations that physical education is coming into line with all of education, and that integration is generally an educationally sound method of proceeding will be much more successful than handwringing and statements that it must be done because "those terrible people" in Washington say so. Where there has been a completely sex-segregated program, introducing activities one at a time helps to break down resistance and may make it easier for the teacher and children. It was for this reason that the three-year phase-in time was allowed.

Parents are another key to acceptance and success. There are undoubtedly going to be some parents in most communities who perceive any change to be a change for the worse, just as there are likely to be some parents in almost all communities who want changes to happen more quickly than is practical. I believe that in such situations a wise strategist does not spend time arguing about the rights and wrongs of the case. You are making these changes because they are required by law and you are trying to do them as expeditiously as possible in a manner that is educationally sound. Explain these matters without hyperbole to the vast middle majority of parents who want to cooperate and want the best for their children. Get their support and get the school board behind you too. It is just as important to present these changes to the school board in a positive manner as it is to present them positively to your colleagues and the students. Many schools have been doing voluntarily what is now required; according to a survey reported in JOPER, 80% of college physical education courses were completely sex-integrated as long ago as 1972.

Try to arrange inservice workshops for teachers. It is not necessary to spend a lot of money on these efforts. Many of your colleagues in neighboring systems can probably help. A cooperative effort with a neighboring school system where everybody exchanges ideas on approaches that have worked is often enough to get things moving. It arouses the competitive spirit in individuals and puts them on their mettle. They aren't going to let so-and-so down the road get ahead of them. If (s) he can do it, so can I, is often the attitude.

As George Anderson, executive director of AAHPER, says in his short introduction to the manual *Complying with Title IX of the Education Amendments of 1972 in Physical Education and High School Sports Programs*: "We encourage you to proceed in a positive manner knowing that the administrative problems can be solved and the programs modified to provide a sound physical education and sports experience for all students. The law is forcing us to do what we should have done long ago—provide equal sport and physical education opportunities for all students."